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CASE STUDY OF A HOME ECONOMICS DEPARTMENT
IN A COMPOSITE HIGH SCHOOL: A SOCIAL SYSTEMS APPROACH

BY



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "Case Study of a Home Economics Department in a Composite High School: A Social System Approach", submitted by Barbara Goedicke in partial fulfilment of the requirements for the degree of Master of Education.

ABSTRACT

The study reported here was a sociological case study of a group of home economics classes in a large composite high school in Alberta. The purpose of the study was to describe and analyze certain Fabrics and Dress classes from a social systems point of view. The classes were regarded as a Gemeinschaft-like social system on a primary level within a greater Gesellschaft-like school system. The setting of the study was the Lindsay Thurber Composite High School of Red Deer, Alberta.

A case study of Fabrics and Dress 10, 20 and 30 classes during the third semester of the school year, 1965-66 at Lindsay Thurber Composite High School of Red Deer Public School District #104 was conducted by the teacher who was a participant observer. Observations of Fabrics and Dress classes from June 1966 to June 1968 were used to supplement the original data. The methods used in the study were observation, documentation by school regulations and questionnaires to Fabrics and Dress teachers. Charles P. Loomis' Processually Articulated Structural Model (PAS Model) was employed as the frame of reference. Using the PAS Model the participant observer studied the basic conditions of action, the social elements and the social processes which articulated the elements of the Fabrics classes.

The study first centred on an analysis of the basic conditions of social action and demonstrated their relevance to understanding the behavior of persons in this social system. Then each of the nine social elements of the PAS Model were defined and used to explicate the social structure of the Fabrics system. Finally, the dynamics of

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the interaction within the Fabrics system were discussed in terms of the Master Social Processes which articulated the elements of on-going social systems.

It was clearly demonstrated that the systems approach provided meaningful information about the Fabrics and Dress Classes. The major findings revealed some conflict of goals between the Gemeinschaft-like Fabrics and Dress social system and the Gesellschaft-like high school. The interaction in the Fabrics and Dress social system was determined by the relationship of that system to the school, and the inter-relationship between the school, the Department of Education, and the University of Alberta, Edmonton. Many problems, in the social system described, centred around the boundary maintenance and the systemic linkage aspects of the social processes. It was shown that improvements in the effectiveness of education in the Fabrics and Dress classes were dependent upon changes in relation to the rest of the school and society.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

Statement of the problem. The study reported here was a sociological case study of a group of home economics classes in a large composite high school in Alberta. The purpose of the study was to describe and analyze certain Fabrics and Dress classes from a social systems point of view. The classes were regarded as a Gemeinschaft-like social system on a primary level within a greater Gesellschaft-like school system. The setting for the study was the Lindsay Thurber Composite High School of Red Deer, Alberta.

Importance of the study. The study was important for both theoretical and practical reasons. In the first place the application of a social systems theory of home economics high school classes had not been written before in Western Canada. In a more practical sense, the study was an attempt to put sociological theoretical knowledge to use with a view to improving instruction. Further the study was an attempt to examine the problems which existed in the Fabrics and Dress courses such as an articulation with other courses. Finally, the study was done at a time when there was serious competition for the time of high school students among the different subject areas of the high school. The competition had made a number of home economics teachers and school officials feel that the subject area of Fabrics and

Dress was threatened by the ways in which the senior high school curriculum was being developed.¹

Method of the study. A case study of Fabrics and Dress 10, 20, and 30 classes during the third semester of the school year 1965-66, at Lindsay Thurber Composite High School of Red Deer Public School District #104 was conducted by the teacher as a participant observer. Data were collected from March 21, 1966 to June 21, 1966. Observations of Fabrics classes from June 1966 to June 1968 were used to supplement the data. The methods used in the study reported here were observation, documentation of school regulations, interviews and questionnaires to Fabrics and Dress teachers.

Assumptions of the study. The assumptions applicable to the study reported here were:

1. It was assumed that the Loomis PAS Model was an adequate frame of reference.
2. It was assumed that Fabrics and Dress classes could be analyzed from a social systems point of view.

¹See for example Suggested High School Programs Which Include Home Economics, 1966-67 mimeographed Department of Education, Alberta. This is an instrument designed to help the home economics teachers compete more successfully with other subject areas by showing students how they can incorporate home economics in matriculation, diploma and commercial high school programs. Appendix F.

Further evidence of the threat was the expansion of teachers over the period of years in the high school selected for study. Table VII.

Also to be noted was the great reduction in numbers of students pursuing the senior courses in home economics. Table VI.

Limitations of the study. There were numerous limitations to the study reported here. The teacher conducted the study as a single participant observer. As a consequence the teacher was continually faced with the necessity of giving the professional role priority over the participant observer role.

Second the investigation was limited by the fact that the sample involved was entirely from one semester in one senior high school in Red Deer. The students included seventeen girls in Fabrics and Dress 10, four girls in Fabrics 20, and sixteen girls in Fabrics 30. Table I indicated the time that the classes were in session.

TABLE I

DISTRIBUTION OF FABRICS STUDENTS ACCORDING
TO TIME AND LEVEL OF CLASS

Time	Fabrics 10	Fabrics 20	Fabrics 30
9:00 - 11:00	17	-	-
1:00 - 2:00	-	-	4
2:00 - 4:00	-	4	12

Third, the theoretical scheme chosen also imposed limitations. Since the emphasis was on a social system, the individuals taking Fabrics and Dress were not studied in depth. For example, in studying the element of sentiment, only those sentiments relating to the social system were investigated, not those relating to the individual motivation of students.

II. DEFINITIONS OF TERMS USED

Fabrics and Dress Courses. The Program of Studies for Senior High Schools of Alberta included eight home economics courses on the optional level for girls. Three of the courses were in Foods and Nutrition, two were general, and three were in Fabrics and Dress. The last were known as Fabrics and Dress 10, 20, and 30. These three courses provided a sequence of courses leading to specialization with the lower numbered courses as prerequisites for the higher ones.

Fabrics system. For the purpose of the study, "Fabrics system" is an abbreviated form of the term "The Fabrics and Dress Classes Social System."

Gemeinschaft-like. Loomis defined the term in the following way: "Human relations are ends in themselves; intimacy and sentiment are expected among the members; norms are traditional."¹

Gesellschaft-like. "Relations and actors"² are used instrumentally; interaction is impersonal and affectively neutral; actors are not known in their entirety to each other; and norms are rational rather than traditional."³ This is also a Loomis definition.

¹ Charles P. Loomis, Social Systems (Princeton: D. Van Nostrand, 1960), p. 59.

² Hereafter "members" will replace "actors".

³ Ibid., p. 59.

L.T.C.H.S. L.T.C.H.S. is an abbreviated form of Lindsay Thurber Composite High School which was the setting for the investigation.

Social System. The definition of social system advanced by Loomis was accepted for the purposes of the study reported here. His definition was:

The social system is composed of the patterned interaction of members. It is constituted of the interaction of plurality of individual actors whose relations to each other are mutually oriented through the definition and mediation of a pattern of structured and shared symbols and expectations.

The remainder of the study is grouped into chapters to give a general overview of the application of the social systems theories to Fabrics and Dress and then specifically to show the application of conditions of action, social elements and master processes to the Fabrics system at L.T.C.H.S.

¹Loomis, Social Systems, p. 4.

CHAPTER II

OVERVIEW OF SOCIAL SYSTEMS THEORIES APPLIED TO THE FABRICS SYSTEM

The theoretical frames of reference were reviewed in this chapter. First considered was Charles P. Loomis' social systems theory, which formed the basic framework of the study. Also reported are Harry M. Johnson's and Talcott Parsons' works in a selected way. Writings by Wilbur B. Brookover and David Gottlieb were reviewed as an aid in interpreting the social climate of the classroom. The chapter concluded with an examination of home economics literature to find relevant ideas and research related to the social systems approach.

I. THE SOCIAL SYSTEMS' THEORY OF CHARLES P. LOOMIS

Charles P. Loomis developed a social systems' theory called a Processually Articulated Structural Model of Social Systems (PAS Model).¹ His frame of reference for examining social systems consisted of elements, processes, and conditions of action, each of which were explained in the chapter largely in Loomis' terms. Some of Loomis' ideas are paraphrased, many are quoted directly. The social systems theory presented by Loomis was found to provide the most adequate framework for the study reported here.

¹ Loomis, Social Systems, p. 8. Hereafter Loomis' model was referred to as the PAS Model. Also see Figure 1.

Figure 1

ELEMENTS, PROCESSES AND CONDITIONS OF ACTION OF SOCIAL SYSTEMS
THE PROCESSUALLY ARTICULATED STRUCTURAL MODEL (PASM)

Processes (Elemental)		Structural-functional Categories		Elements
1)	Cognitive mapping and validation	Knowing	Belief (knowledge)	
2)	a) Tension management and b) Communication of sentiment	Feeling	Sentiment	
3)	a) Goal attaining activity and b) Concomitant "latent" activity as processes	Achieving	End, Goal, or objective	
4)	Evaluation	Norming, Standardizing, Patterning	Norm	
5)	Status-role performance	Dividing the functions	Status-role (position)	
6)	a) Evaluation of actors and b) Allocation of status-roles	Ranking	Rank	
7)	a) Decision making and b) Initiation of action	Controlling	Power	
8)	Application of sanctions	Sanctioning	Sanction	
9)	Utilization of facilities	Facilitating	Facility	
Comprehensive or Master Processes				
1)	Communication	3) Systemic linkage	5) Socialization	
2)	Boundary maintenance	4) Institutionalization	6) Social control	
Conditions of Social Action				
1)	Territoriality	2) Size	3) Time	

From Loomis' Social Systems

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The assumption was made that the Fabrics Department of L.T.C.H.S. had the characteristics of a social system because "interaction takes place among human beings who orient their behavior toward ends, objectives, or goals, and who expend energy in carrying out their action and who conduct themselves in an orderly fashion."¹ The system consisted of a teacher interacting with the students in several combinations and recombinations in a time dimension which itself consisted of a complex of class periods, overtime before school, at noon, and after school and which merged with the historical past and also with an anticipated future.

The Elements of the Fabrics System

If the Fabrics system was a social system, it possessed the elements that constituted every social system and the processes which articulated them. Loomis' PAS Model was divided into nine elements: (1) belief (knowledge), (2) sentiment, (3) end, goal or objective, (4) norm, (5) status-role (position), (6) rank, (7) power, (8) sanction, and (9) facility. Also, there were six comprehensive or master processes of the social system: (1) communication, (2) boundary maintenance, (3) systemic linkage, (4) institutionalization, (5) socialization, and (6) social control.²

¹ Loomis, Social Systems, p. 2.

² Ibid., p. 5.

Belief (knowledge).¹ Every system operated in terms of what its members believed and what they knew. Loomis' concept applied to the Fabrics system would include the total beliefs and total knowledge of the teacher and the student-members. Each person whether teacher or pupil had certain beliefs of what the system was and ought to be. One of the goals of the teacher was to transfer her beliefs, a part of her professional equipment, to the student-members. These included not only beliefs about Fabrics and Dress but also about how to act in the classroom and how that classroom should be controlled. The student-members came in with their beliefs and knowledge acquired and developed from other situations and sources. The Fabrics system brought teacher and students together in the same situation and, as the master process of communication moved into action, an exchange of beliefs took place. Most of this dynamic process went from teacher to pupils but there was some flow of beliefs from pupils to teacher and from students to students.

Sentiment.² Beliefs represented "What we know", but sentiments were primarily expressed and represent "What we feel" no matter what caused the feeling. "Sentiment is the chief element articulated in the internal pattern of the Fabrics system." It might be externally

¹Loomis, Social Systems, p. 11.

²Adapted from Loomis, Social Systems, pp. 13-15. The notions of internal and external were further elaborated in the review of Parsons' theory later in the chapter.

patterned social interaction coming from the administration and parents and sales ladies or internally patterned from students and the teacher.

End, goal, or objective.¹ The goals were the changes that the students and teacher of the Fabrics system expected to accomplish through appropriate interaction. Goal attaining through activities might be functional ("good" for the system), dysfunctional ("harmful" for the system). Goal attainment might have unintended or unrecognized consequences which may be termed latent functions as far as the system was concerned. When goal-attaining led to goal achievement and was so recognized by the members, it was said to have manifest functions. The goals of parents, students, and teacher were not always the same, but might be empirically determined. The goals of the school and the Fabrics system, while they overlapped, were not necessarily the same. The goals of the school, an agency of the larger society, were different from the Fabrics classes because the school was a Gesellschaft-like organization where the external patterns of the social system were emphasized. The Fabrics system tended to be more Gemeinschaft-like where the internal pattern was more important.

Norm.² The Fabrics system was a normative order which had value-laden norms or "rules of the game" established in a hierarchy.

¹Loomis, Social Systems, pp. 15, 16.

²Ibid., pp. 16 - 19.

The norms were Gesellschaft-like as they descended from the Department of Education, the Red Deer Public School Board, the Composite High School Administration to the primary level of the Fabrics classes where teacher and student played a role in the Gemeinschaft-like norming process.

Status-role.¹ Status-role represented "a dividing of the functions." For example, the teacher was expected to be the leader, the consultant, the feeling monitor, and the head cleaning-woman of the room. Not all students played their roles in the same way. Some girls acted in leadership capacities for various reasons and some girls gained status above the others by displaying unusual ability considered acceptable in the Fabrics system. Further, one class, because of its higher achievement or for some other reason, might have a higher status.

Power.² The hierarchical system of society had institutionalized a degree of power in the status-role of the teacher which gave her a measure of control in decision-making in the Fabrics system. The status-role of the students gave them the right to be accepted into the system and considered a part of it and to be treated accordingly.

¹ Loomis, Social Systems, pp. 19, 20.

² Ibid., pp. 20 - 23.

Ranking.¹ Ranking was equivalent to "standing" and has reference to the rank of a specific member of the Fabrics system or of the Fabrics system itself. The norms and standards of the school system and society as a whole determined the standards and rank of the Fabrics system. The norms and standards of the Fabrics system determined the standing or rank of the members.

Sanction.² "The term sanction referred to a reward or penalty meted out by members" of the Fabrics system and to a lesser extent by other members of the society linked to it. Some members had a stronger influence on sanctions than others. A sanction, which was "a device for inducing conformity" to a norm or a goal of the system, could be either positive or negative and was manifest "in the potential satisfaction-giving or depriving mechanism at the disposal of the members" of the Fabrics system.

Facility.³ In the Fabrics system, facility as an element and the means to attain an end was manifest through a Gemeinschaft-like process, through which the physical and tangible facilities or equipment received care from the members. Time and space were also considered valuable facilities in the Fabrics system. Intangible facilities included the teacher's time, knowledge and experience as

¹ Loomis, Social Systems, pp. 23 - 26, p. 4.

² Ibid., pp. 26, 27

³ Ibid., pp. 27 - 30

well as the students' readiness to learn, their "expectation-set," and their previously learned roles. Johnson writes: "From a sociological point of view, social roles are among the most important "objects" that are internalized in the course of socialization."¹

Comprehensive or Master Processes

The elements of the Fabrics system are the parts in it that constitute the whole. The master processes show how these parts work. For example, sentiment is the element, and communication of sentiment is the process.

Communication.² Communication was the process by which "information, decisions, and directives are transmitted among members and the ways in which knowledge, opinion, and attitudes are formed or modified by interaction. It is basic to the articulation of each of the elements of the Fabrics system and to the unity of the whole."

Boundary Maintenance.³ "This is the process whereby the identity" of the Fabrics "system is preserved and the characteristic pattern is maintained." For instance, the Fabrics room was used for Fabrics only and the teacher did all her teaching in this room.

¹Johnson, Harry M. Sociology - a systematic introduction, p. 117.

²Loomis, Social Systems, pp. 30, 31.

³Ibid., pp. 31, 32.

Systemic Linkage.¹ Systemic linkage was the process whereby the Fabrics system articulated with other students, teachers, the administration, the homes, the stores, and with society in general. It was a binding force between the Fabrics system and numerous other social systems.

Socialization.² Socialization was the process which prepared people to be participants in the group. There were two aspects of socialization to be considered in the study of the Fabrics system. First, there was the socialization that prepared student-members for membership in the Fabrics system. The students who came into the Fabrics system will have undergone much socialization, owing to previous experiences at home and at school. Second, there was the socialization that the Fabrics system contributed to the larger society. It socialized people with regard to what was appropriate in wearing apparel, not only how to make it, but how to acquire "good taste" in clothing.

Social Control.³ Social control was "a process by which deviancy is either eliminated or somehow made compatible with the functioning of the Fabrics system. Norms, power, and sanctions are

¹ Loomis, Social Systems, pp. 32 - 33

² Ibid., pp. 34, 35

³ Ibid., pp. 35, 36

most closely related to social control." The fact that the teacher was institutionalized as the superior person in that group was a form of social control.

Institutionalization.¹ Institutionalization was a process "through which an organization or social action is made repetitive and predictable." It was for example, the process by which the Fabrics system reported here came into being in the Alberta School program and in L.T.C.H.S. Also the elements of the Fabrics system had been institutionalized. There were institutionalized processes and techniques within the system, as for example, registering to be admitted in the Fabrics department, the wearing of clothing appropriate for the laboratory, and the following of the curriculum.

Conditions of Social Action

The conditions of social action, namely, space, time and size had set the stage for interaction within the Fabrics system.

Territoriality.² "The setting of the social system in space is called its territoriality." Spacially, the Fabrics system classroom was a part of the whole school. Also it had a relationship to the local community and to other Fabrics systems in the province. In the classroom, space might be considered a facility.

¹ Loomis, Social Systems, pp. 36. 37

² Ibid., p. 37

Time.¹ Time, as duration, was a basic condition of social action. Time also had other aspects in the social system. It was a belief or value, implicit in class slogans such as "time is money," or in class practices where a mistake in timing could result in the failure of a project. Time, like space, might also be a facility when considered as a two-hour class period or a trimester of work.

Size.² Size, that is the number of members, was a basic condition of social action to the extent that it was not controllable by members in the system. For example, if only two students took a Fabrics class, the social system would be vastly different from the class made up of twenty or twenty-five. However, when a teacher came to the conclusion that there was an optimum size for a Fabrics class for efficiency of instruction then size became a belief or cognitive element in the social system.

In the foregoing paragraphs an attempt was made to apply the theory of Charles P. Loomis to the Fabrics and Dress social system. Loomis' main contribution was a set of concepts which were related to what was called the Processually Articulated Structural Model. The PAS model provided the framework for the study which was undertaken. Each element and process which he described could be applied to the Fabrics and Dress classes under observation. His theory

¹Loomis, Social Systems, p. 38

²Ibid., p. 38

gave insight into the detail of operation of the Fabrics and Dress system. In contrast to Loomis was the writing of Talcott Parsons and Harry M. Johnson whose theory was considered later.

II. TALCOTT PARSONS' GENERAL THEORY IN SOCIOLOGY AS IT APPLIED TO THE FABRICS SYSTEM

Parsons wrote at a high level of theoretical abstraction and in so doing tended to bind together theory on social systems in a manner similar to that of Loomis. Parsons described three main complexes of problems:

- (1) Structural Differentiation of Complex Societies
- (2) Allocation and Utilization of Resources, (which was assumed to be given within a social system.)
- (3) Process of Socialization¹

The three main complexes were now considered. In the attempt to apply Parsons theory to the Fabrics and Dress system, concepts that were not available from the Loomis model were disclosed.

(1) The Fabrics System in Relation to the Structural Differentiation in Relation to Complex Societies.²

At the lowest level the Fabrics system was a "face-to-face"³ small, task-oriented group."⁴ It was called a technical or primary

¹Talcott Parsons, "General Theory in Sociology," (Sociology Today, Problems and Prospects. eds. Robert K. Merton, Leonard Broom, and Leonard S. Cottrell, Harper and Row, New York and Evanston. p. 4

²Ibid., p. 4

³Ibid., p. 4

⁴Ibid., p. 10

unit within a larger complex system and as such produced an output of importance to other units near it and to the society as a whole. The Fabrics system was a receiver from other primary systems like itself.¹ It could not exist alone and, therefore, had considerable articulation with a higher level of organization which Parsons called managerial. The second--the managerial level included the teacher, the school administrators, and the officials of the Red Deer Public School District #104, and to a degree the Department of Education. The managerial level involved "procurement of facilities necessary for performing the function--e.g. materials, equipment and personnel."² Another function was that of "control and supervision"³ of the Fabrics system and provision of services to it which were related internally to the Fabrics system. Two further levels were the "institutional and societal."⁴ The Red Deer Public School District #104 and the Department of Education contributed a primary or first institutional level of organization in our society, which went beyond the managerial level. These levels offered a certain kind of "broad community support" to the managerial organization and defined broad limits of what the managerial level might "legitimately do."⁵ Public education,

¹Parsons, General Theory, p. 4

²Ibid., p. 11

³Ibid., p. 12

⁴Ibid., p. 14

⁵Ibid., p. 14

like religion, was organized from the institutional level down. There was much more to education, however, than controlling and being controlled at the institutional level. Beyond specific institutions of education, there was the societal level of social organization, best exemplified by national government. Government provided the essential framework for education "through its trusteeship of the legal system, its relation to national security, and a variety of other functions."¹

TABLE II²

	Instrumental	Consummatory
External	A Adaptive Function	G Goal-attainment Function
Internal	L Pattern-Maintenance and Tension- Management Function	I Integrative Function

The dimensional reference system shown in Table II was taken from Parsons' well known pattern variable diagram. According

¹Parsons, General Theory, p. 15

²Ibid., p. 7

Permission to quote secured.

to Parsons' theory, the Fabrics system as all other social systems had four main functional problems considered to be (1) goal attainment (2) adaptation (3) integration, and (4) pattern maintenance and tension management.

Goal attainment functions comparable to the goals from the Loomis model, referred to the problem every Fabrics and Dress system had of determining what goals were to be accomplished.

The adaptive function referred to the problems of means, how the goal shall be achieved. When goals were chosen they were chosen according to which were the most important for the Fabrics members, as a rule. In other words, there was a hierarchy of goals; there was also a hierarchy of means--what was the best means to reach a goal. Together the goal and means hierarchy gave a hierarchical dimension to the Fabrics system. Parsons defined a further classification of goal attainment problems and adaptive problems in a social system that were related to the external aspects of the system, with its linkage with systems outside. For this reason, Parsons introduced the external dimension as a way of looking at the adaptive function and goal-attainment function when viewed horizontally in his table. Similarly, Parsons classified the integrative function and pattern maintenance management function as internal problems of the social system.

The integrative function at the level of individuals in the social system referred to their morale or willingness to take responsibility for the system and their internalization of habits and

attitudes which were conducive to system unity. The authority pattern and normative order of the system also contribute to the integrative function.

Pattern maintenance and tension management referred to boundary maintenance problems as described by Loomis and also the problems of sentiment--the way people felt within the system. These were internal matters.

Parsons classified goal attainment functions and integrative functions as consummatory. This referred to the ends or goals of enjoyment and satisfaction of fulfilment that the Fabrics system brought. For example, a person in the Fabrics system had a goal of making a wearable garment and upon achievement of the goal enjoying the satisfaction of wearing the garment and was able to say, "See what I have made in Fabrics and Dress." The adaptive function and pattern maintenance and tension management functions were instrumental in the sense that they contributed to the consummatory function by providing means or making possible the continuation of the system and management of tension within the system. One aspect of the consummatory dimension was the enjoyment people within the system have of each other as members of the system. Tension management as a function also was important. Unless hate, jealousy and other manifestations of tension were controlled, the Fabrics system was unstable.

(2) Allocation and Utilization of Resources in the Fabrics System¹

Of particular importance to the study reported here was Talcott Parsons' notions of social process to input-output interchange. While this particular theoretical approach had not been exploited fully in the study, it should be made explicit at this point because it had been used as supplementary material. From Parsons' point of view the Fabrics system was visualized as a factory in an economic social system in which the students were the employees and wages for work were completed projects and school credits. The teacher was the foreman, the principal was the supervisor, and the school board was the executive. The taxpayers were the stockholders; the plant and facilities were the room and equipment. The raw material consisted of the students' capacity to learn to sew, and the fabric that they had purchased. The finished products were the students who could sew and their projects.

"From the point of view" of the Fabrics students, labor earned credits (money) and finished projects (finished goods). With these credits they bought their way into the next Fabrics class or a "place" in society. "From the point of view"² of the Red Deer Public School District #104, they train members for hire in society. They awarded credits that came from the Department of Education bank to the students for attendance and knowledge acquired.

¹Parsons, General Theory, p. 16

²Ibid., p. 17

The teacher's motivation was strong because she (foreman) realized that the Fabrics system was under pressure to balance its trained personnel (end product) with students as they were when they first became members of the Fabrics system (raw material) "or face the consequences of no students (default or indebtedness)." If the Fabrics system did not have prestige among the other social systems in the school and if society did not value the credits and projects completed, the system would come to an end. The credits and projects (like money) were a "regulatory medium which through their circulation maintained the stability of the system."¹

(3) The Socialization Process and Its Reference-Group Structure.²

The fact that one stage of the socialization process took place during the high school period had already been mentioned in this chapter.³ However, Parsons made an additional contribution. In the situation only girls were members of the Fabrics system. However, included in the group of adolescents and young adults were the high and low achievers, kept together on a "youth culture" basis. They interacted with the members "of the common school with common extra-curricular loyalties."⁴

¹ Parsons, General Theory, p. 17

² Ibid., p. 29

³ See this manuscript p.14

⁴ Ibid., p.33

From the foregoing it was seen that Parsons provides additional intellectual equipment for the job of studying the Fabrics classes as a social system. He furnished some abstract concepts and a new language for dealing with the simple and "taken-for-granted" things.

III. HARRY M. JOHNSON'S CONTRIBUTION--ADDED MEANING TO THE SOCIAL SYSTEMS THEORY OF TALCOTT PARSONS

Johnson discussed institutionalization with special attention to norms, roles, and reference groups. He described the structural aspects of social systems, and spent considerable space dealing with functional analysis of social systems. This was his main contribution to the investigation. More specifically he wrote about social functions and dysfunctions.

Social Functions and Dysfunctions. In adapting Johnson's ideas to the Fabrics system it might be said that any partial structure of it such as a type of subgroup, a role, a social norm, or a cultural value might have a function if it contributed to the fulfillment of one or more of the social needs of the Fabrics system. For example, the role of the teacher had a function if it provided the leadership that led to fulfillment of goals of the Fabrics system. According to Johnson, "any partial structure is said to have a dysfunction if it hinders the fulfillment of one or more of these needs."¹

¹Harry M. Johnson, Sociology, A Systematic Introduction. Harcourt, Brace and Company, New York, Part 1, p. 63.

For example, the subgroup working during the noon hour might have a dysfunction for the Fabrics system, because the teacher did not get a rest before the next class starts.

Johnson distinguished function from purpose. He maintained that a purpose was in the mind of a member of a social system and therefore, was subjective in nature. He added that function (or dysfunction) was "an objective consequence of action."¹ Functions, then, of a partial structure affect the Fabrics system regardless of what the motives of the members might be.

From Johnson's writing it may be further observed that a partial structure of the Fabrics system might affect other partial structures indirectly and dysfunctionally. For example, the Modeling Club had a function for the subgroups in the Awards Night program who had learned to model from the club instruction, but it had a dysfunction for some other members of the subgroups of the Fabrics system who wished to use the Fabrics room at noon when the club needed it for a meeting.

Johnson added that "we cannot assume that every partial structure is functional or dysfunctional, that partial structures reinforce each other, or that a partial structure may sustain a second partial structure that is functional and a third that is dysfunctional."²

¹ Johnson, Sociology, A Systematic Introduction, p. 63

² Ibid., p. 65

"Manifest and Latent Functions and Dysfunctions."¹ Manifest functions are those that are intended and recognized; latent functions are unrecognized and unintended. Sometimes a partial structure has both manifest and latent functions. A function may be manifest for some participants in the social system and latent for other." For example, the Modelling Club's lessons in modelling, had a manifest function for the Fabrics girls modelling on Awards Night, but a latent function for the Fabrics system in the fact that all modelling had improved.

Following the description of Johnson's work, the functions of the partial structures of the Fabrics system might now be objectively analyzed. On the basis of facts taken from observations made by the teacher of the Fabrics system, evaluations of the stability, the efficiency and changes of the system could be made in the study.²

IV. CONTRIBUTION BY BROOKOVER AND GOTTLIEB

Brookover and Gottlieb proved useful in developing an analysis of the formal and informal structure of the student body of the school by choice-and-rejection devices and participant-observer method.³

¹ Johnson, Sociology, A Systematic Introduction, p. 66

² Ibid., pp. 77, 78

³ Wilbur B. Brookover and David Gottlieb. A Sociology of Education. Second edition, 1964, Part 3 and 4, pp. 268-298.

The Brookover and Gottlieb contribution helped the writer to study the formal and informal sociological problems of the Fabrics system and to see the social relationships that members used to gain experience. Sociodrama and other role-taking procedures were applied with a view to improving instruction. From these ideas, a short study was made of the sample group of the Fabrics system (relating to the clique structure, leadership and rejection of group processes as seen by members of the Fabrics system). Particular attention was drawn to the teacher's role in relation to both the students and the community.

"The conceptual paradigm is designed to show the relationship between status, office, role, actor, role perception, self-involvement, and related concepts that have been used in what is broadly known as role theory."¹

²The paradigm of the status-role concepts as outlined by Brookover and Gottlieb were applied to the Fabrics teacher at L.T.C.H.S. as follows:

"A. Actor's (teacher's) personality": 1. A professionally trained adult with the minimum required certificates to teach Home Economics approved by the Department of Education plus other qualifications, e.g. more university courses and non-credit up-dated courses.

2. A person with qualifications of leadership.

¹ Brookover and Gottlieb, A Sociology of Education, p.324

² Ibid., p. 325

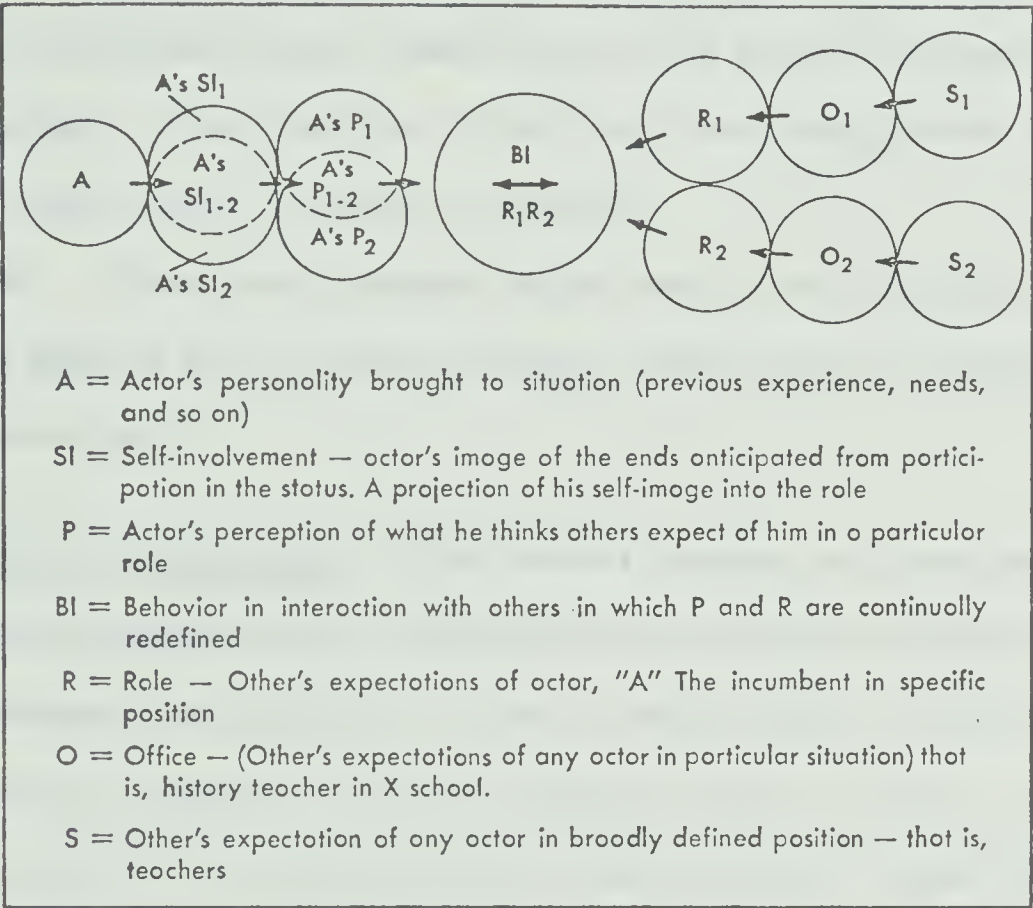


FIGURE 11. *Paradigm of status-role concepts* (Adapted from W. B. Brookover, "Research on Teacher and Administrator Roles," *Journal of Educational Sociology*, 29:2-13.)

"SI. Self-Involvement": The Fabrics teacher saw herself accepting the responsibility that the community had given her.

"P. Actor's (teacher's) perception": The Fabrics teacher thought that others expected her to do her duty as any other teacher should do, and in addition, to take a deeper interest in her students because of the close relationship and communication that existed between students and teacher. e.g. Question: "Will you have enough money for the type of project that you have selected?"

Answer: "Yes. I work every Thursday night and all day Saturday." or "Not very much; I get it from my father, and he wants to spend no more than he has to."

"BI. Behavior in interaction": The Fabrics teacher was constantly studying the interactions that took place in the Fabrics system. In the face of change, she planned a course of action that she could control and that will satisfy those with whom she came in contact, e.g. the girls in the Fabrics system and those who acted in a supervisory capacity above her.

¹"R. Role": To know what the expectations of significant others were the teacher would study the relationship between the students and her, and set up communications which would reveal feelings, and sentiments. Latent consequences might be revealed, e.g. jealousy among students caused by the teacher's behavior.

¹Brookover and Gottlieb, A Sociology of Education, p. 325

"O. Office": Significant others of the Fabrics system expected the Fabrics teacher in the L.T.C.H.S.¹: 1. To know more than they do about Fabrics and Dress and related areas.

2. To provide leadership and advice.

3. To make her own wearing apparel.

4. To be congenial at all times.

5. To put on a final dress revue.

"S. Broadly defined position": All fabrics teachers in the province of Alberta were expected by others to be qualified both in training and in personality for the positions that they held.

²Brookover and Gottlieb divided teacher status-role expectations into three categories:

1. "Status-role expectations concerned with the teacher's membership in the school." For example, the administration entrusted the registrants of Fabrics courses to the Fabrics teacher.

2. "The second category of expectations may be identified as peripheral." These for the Fabrics teacher were related to the students' shopping for supplies and materials in the stores, supervision

¹Information obtained from conversations between the teacher and the students.

²Brookover and Gottlieb, A Sociology of Education, p. 328

of the modelling club, attendance at professional meetings, and telephone conversations with parents of the Fabrics student-members at request of parents concerned.

3. "Expectations of the third type are related to the teacher's activities outside the school." For example, there were the neighbourhood activities, church activities, hobbies, and family involvement. Also included were personal attributes which various persons or groups expected the teacher to exhibit, e.g. the kind of person the teacher should be as defined by significant others.

Brookover and Gottlieb guided the writer in becoming aware of the changes in values, attitudes and behavior through a study of the formal and informal socialization of the members of the Fabrics system. More about the investigation concerning students' roles in relation to contacts with the teacher and other students appeared later in the investigation.

V. A SOCIAL SYSTEMS ANALYSIS OF THE FUNCTION OF LITERATURE IN THE HOME ECONOMICS AREA

An intensive search of the literature of home economics for the years 1960-67 was made. These years were chosen on the assumption that any major application of a social systems approach in home economics, if it had been made at all, would be found in these years. The literature indicated that the social systems approach had not been widely used or at least reported and that few of the writings were directly relevant to the analysis made in the study reported here. A

large proportion of the literature dealt with fundamental, concrete aspects of home economics or with the policies associated with Fabrics courses. The literature was not at a high level of abstraction. There was not as much information in home economics literature as would be desirable. An attempt, however, was made to examine some home economics writings using the Loomis PAS MODEL, Figure 1 in reference to the L.T.C.H.S. Fabrics system. This section illustrated the range and limitations of home economics literature and to a limited extent, the usefulness of the model for examining writings in an applied field such as home economics. An emphasis on knowledge and facilities of Loomis PAS Model was maintained in the illustrations and each was related to the other seven elements of Loomis' PAS Model.

The Elements of the PAS Model Applied to Home Economics Literature.

Beliefs and Knowledge. The main function of the literature reviewed, appeared to be to support, enlarge or change the home economic teacher's and students' beliefs and knowledge. For example, one home economist, Dr. Hazel Addison from Hunter College, New York, challenged home economics teachers to adapt to the needs of a rapidly changing world and to teach adolescents to live for the future. To inspire and prepare young people for the world of tomorrow, she declared, required the concept method of teaching. Training in problem analysis and concept formation required a variety of classroom experiences exemplifying life-like situations.¹

¹"Banff Workshop Report," Newsletter of the Home Economics Council ATA. December 1965, p. 3.

Another example of knowledge to be gained by Fabrics members was found in Coon's book on instruction in secondary schools. Coon urged that the more successful teachers were those who decided and were able to concentrate on developing with the pupils the most important concepts and generalizations in modern home living, rather than those who tried to include all the facts or skills that might conceivably be useful to pupils.¹

Facility. As a facility the home economics literature consisted of books, magazines, pamphlets and single sheets. Most of these came from the school library as property of the Red Deer School District #104 and were placed on a library shelf in the Fabrics room. Included in this literature serving as a "facility", was a set of twenty-two copies of Wilson's text, Sew a Fine Seam.² A student's magazine (monthly) was sold to the students at a fixed rate.³ Sets of sewing manuals were purchased at reduced rates and sold to the students.⁴ Up-to-date leaflets from the commercial world were distributed to students. Other current reading material of interest to the teacher only came into the system periodically.

¹Coon, B. I. Home Economics Instruction in Secondary Schools. The Center for Applied Research in Education, Inc. New York, 1964, an abstract in Home Economics Journal, Vol. 57, No. 1 p. 73, January, 1965.

²Text reference. Wilson, V. I. Sew a Fine Seam, McGraw Hill, Toronto, 1964.

³Students' magazine CoEd. Richmond Hill, Ontario.

⁴Butterick Sewing Manual. Butterick Company, Inc. P.O. Box 4001. Terminal A, Toronto 1, Ontario.

The remainder of the chapter illustrated how home economics literature as both knowledge and facility were related to each of the other seven elements of Loomis' PAS Model.

Sentiment. Home economics literature might affect the feeling of the girls by providing reading materials, sources of knowledge, that contributed to enjoyment of living with those around them. For example, Margaret G. Morton in The Art of Costume and Personal Appearance¹ helped the students to recognize and value beauty. She showed how to bring it into their daily lives and to be creative through the use of colour, line, and texture. Lewis, Bowers and Kettunen in Clothing Construction and Wardrobe Planning,² declared that every girl wanted to be attractive. The authors stated that home economics teachers should help the girls learn to sew in the easiest way possible and to continue to enjoy sewing in later life.

As a facility home economics publications in the Fabrics system indirectly helped to create a sentimental feeling toward the Home Economics literature that came into the Fabric laboratory. The sentiment was shown by the care that was given to the books which were placed neatly on a shelf. If a book was lost every member was expected to be on "the look-out" for it.

¹Morton, Margaret G. The Art of Costume and Personal Appearance. rev. by Mary E. Guthrie, Viletta Leite (and) June Ericson, New York, Wiley (1964) Biography of M. G. Morton.

²Lewis, Bowers, Kettunen, Clothing Construction and Wardrobe Planning, Macmillan Co. New York, 1960 Preface pp. vii, viii.

Ends, goals, or objectives. Home economics writings on ends, goals or objectives served to guide the teacher and increase her knowledge. The prime example was the Curriculum Guide for Alberta Secondary Schools¹ which contained aims and objectives for teaching Alberta students. To create an interest in a core wardrobe was a specific objective mentioned in the curriculum guide in Fabrics 20, 1964.² An objective of members, especially the teacher of the Fabrics system in regard to Home Economics literature as a facility, was to keep the literature up-dated by bringing in the latest editions of books and magazines and reshelving or discarding the older copies.

Norm. Home Economics literature was a source of knowledge about norms. A major source of "rules and regulations" was issued by the Alberta Department of Education, Home Economics Branch. This might have been in the form of recommended book lists and ordering instructions. Other norms may come into the system on specific topics. For example, Simplicity Patterns It's Fun to be a Model at Your Dress Revue³ contributed to norms for modelling.

¹Department of Education, Province of Alberta, Curriculum Guide for Alberta Secondary Schools. January 1, 1950, pp. 15 - 17.

²Department of Education, Province of Alberta, Senior High School Curriculum Guide for Home Economics, Fabrics and Dress 20, September, 1964, p. 93.

³Simplicity Pattern Company, Inc. It's Fun to be a Model at Your Dress Revue, 1965.

Some norms regarding home economics literature as a facility were used by students, others by the teacher, and some by both. The literature as part of the facilities of the Fabrics system was maintained by the members. Members might sign books out (boundary maintenance) to take home but due date was left on a card in the room.

Status-role. Home economics writing added to the teacher's knowledge of status-role. For example, Hastings made an investigation of the effectiveness of the home economics teacher from

- (a) the principal's viewpoint and understanding and
- (b) the home economics teacher's thinking about her teaching effectiveness and job satisfaction.¹

In regular news letters from the Supervisor the status-role or image of the home economics teacher was being up-dated to meet the needs of society today.²

The status-role of the Home Economics literature as a facility in the Fabrics system was usually clearly defined. The role played by the books was consistent from day to day. The status-roles of members in the Fabrics system were to some extent regulated and made constant by the presence of home economics literature. The members tended to have confidence in the material found in the literature, and knew how to use different publications in an expected way.

¹Hastings, Geraldine Ramona Ed. D. The relationship of role perception of teaching effectiveness and job satisfaction of Home Economics Teachers. Order No. 656742. The Pennsylvania State University, 1964. American Doctoral Dissertations Abstracts. Ann Arbor, Michigan.

²MacFarlane, Bernice, Supervisor of Home Economics, Newsletter. Twice yearly, September and Christmas.

Rank. Home Economics articles on rank helped the teacher to understand (increase knowledge of) the heterogenous groups of students who entered her classes. For example, Ryan had written about teaching language-troubled, untalented, talented, underprivileged, overprivileged and diversified groups.¹

As facility some texts are teacher's favourites, others are students' favourites and some are both. For example, Wilson's Sew a Fine Seam² a teacher's favourite, was used extensively in Fabrics 10, because it covered basic knowledge about fabrics, e.g. weaving and colouring. Sturm and Grieser's Guide to Modern Clothing³ dealt with consumer buying and core wardrobe planning for use in Fabrics 20, Erwin's Clothing for Moderns⁴ suited the needs of Fabrics 30 with its chapters on tailoring and artistic aspects of clothing. Current issues of teen-age magazines ranked high with the students.

¹Ryan, Mildred Graves. "Teaching the Overprivileged", Forecast. September, 1967, pp. 72 - 75. Vol. 13 No. 1

"Teaching the Underprivileged", Forecast, October 1967. pp. 38 - 40. Vol. 13 No. 2.

"Teaching the Talented", Forecast, January, 1968, pp. 38 - 40. Vol. 13 No. 5

"Teaching the Untalented", Forecast, February, 1968, pp. 62 - 65, Vol. 13, No. 6

"Teaching the Diversified Group", Forecast, April, 1968 Vol. 13, No. 8, pp. 18 - 19.

²Wilson, V. I., Sew a Fine Seam, McGraw-Hill, Toronto, 1963, pp. 100 - 103.

³Sturm, M. M., Grieser, E. H., Guide to Modern Clothing, McGraw-Hill, Toronto, 1962, pp. 109 - 184.

⁴Erwin, Mabel and Kinchen, Lila A., Clothing for Moderns, 3rd edition, MacMillan Co., 1966, pp. 101 - 135 and 438 - 465.

Power. 'Knowledge' derived from the literature contributed to the power of the members of the Fabrics system. The teacher's knowledge of power might be improved by reading articles on decision-making and controlling. Albanese wrote about effective leadership¹ and Stovall about leadership development in home economics.²

As facility some kinds of home economics literature influenced decision-making more than others. Letters from the Home Economics Supervisor were more important for decision-making than literature from other sources.

Sanction. Letters from the supervisor contained knowledge in the formal lists of ideas to help girls dress to meet the standards of the adult part of society. The 1967 Christmas letter³ had a list of suggestions for coping with the decency factor of short skirts. This list implied that there were rewards and punishments from society for decency in dress.

In a variety of ways literature as a facility entered into the sanctions of the Fabrics system. Although the literature was in the Fabrics room, it was the property of the school library which operated a "fine" system. Pupils kept certain magazines and pamphlets

¹Albanese, N. G., "Effective Leadership", Journal Home Economics. February 1967, Vol. 59, No. 2, pp. 99 - 101

²Stovall, R., "Leadership Development in Home Economics", American Vocational Journal, Vol. 42, No. 5, May 1967, pp. 28 - 29

³MacFarlane, Berneice A., 1967 Christmas Letter to Home Economics Teachers. Department of Education, Edmonton, Alberta, pp. 15 - 16.

in their notebooks. Marks for notebooks might be affected by the presence or absence of this material. Members were expected to replace home economics literature lost or destroyed.

Comprehensive or Master Processes

Communication. Some writings in the home economics field dealt specifically with communication in the form of knowledge. Hall, in her Research Handbook for Home Economics Education stated that the process of teaching is an act of communication which can be improved and which can be studied scientifically.¹ In an article about communication Simpson, a professor in Home Economics Education at the University of Illinois referred to verbal and non-verbal communication. Besides the spoken language as a form of communication there were several kinds of non-verbal types, Simpson said, through (1) posture, (2) gestures and facial expressions, (3) touch, (4) dress and cosmetics, (5) use of time, (6) space, and (7) furnishings. Simpson concluded by saying, "We may attract, we may repel, we may encourage, or we may discourage, we may express like or distaste, we may express love or the opposite, not only through what we say, but through what we leave unsaid, not only through our speech, but through the many non-verbal forms of expression."²

¹Hall, Olive A., Research Handbook for Home Economics Education, second edition, Burgess Publishing Co., 426 South Sixth Street, Minneapolis, Minnesota, 55415, p. 186.

²Simpson, Elizabeth J., Professor, Division of Home Economics Education, Department of Vocational and Technical Education, College of Education, University of Illinois, "Communication", Illinois Teacher of Home Economics, 342 Education Building, Urbana, Illinois, 1965-66. Vol. ix, No. 4, p. 192.

Home Economics literature as a facility made an exchange of ideas possible between the members of L.T.C.H.S. Fabrics system and the home economics systems beyond its boundaries. Although most of the movement ~~was~~ inward, correspondence in the form of ordering new material or asking for up-dated information flowed intermittently out of the system.

Boundary Maintenance. Literature that crossed the borders of the Fabrics system consisted of literature sent in by the Department of Education¹ ordered by the teacher through the school library grant,² purchased by the teacher,³ purchased by students,⁴ and borrowed from other home economics organizations.⁵ Orders for literature which came to the school addressed to the Fabrics classes were therefore a recognition of a boundary.

It was difficult to find an adequate example how home economics literature contributed to boundary maintenance through knowledge. In a general sense, the knowledge in literature especially when learned and used became a way of distinguishing from other systems and thereby contributed to the boundary maintenance master process.

¹Department of Education, Home Economics Branch, Curriculum Guides, Edmonton, Alberta, 1950.

²American Fabrics (quarterly periodical) 350 Fifth Avenue, New York 18, New York.

³Style Magazine, Maclean Hunter Publishing Co., Ltd., 481 University Avenue, Toronto 2, Canada.

⁴Co-Ed Magazine, Richmond Hill, Ontario.

⁵"Modern Techniques for Modern Fabrics", Stitch in Time. Coats, The Thread Makers. The Educational Department, J. & P. Coats, (Canada) Limited, Box 519 G.P.O. Montreal, P.Q.

As a facility, literature contributed to boundary maintenance. This was done through the norms and sanctions related to the use of Fabrics system's publications.

Systemic Linkage. There were numerous examples which dealt with linkage with other systems, particularly homes and families. The following writings, a contribution to knowledge, were selected from home economics literature to demonstrate the concern for the family social system. Pollard classified Experiences with Clothing¹ as a family-centred textbook for high school girls, where the focus was on the girl and her wardrobe in relation to the family budget. Fleck wrote an article called "Home Experiences"² for Forecast. She emphasized the importance of integrating school and home learnings. The teacher must be aware, she said, of the values, customs, attitudes and beliefs of the members of the family social system.

Through the medium of home economics literature as a facility, the L.T.C.H.S. Fabrics system made contact with other home economics social systems, for example, through the Journals of the

¹ Pollard, Belle L., Experiences with Clothing, Ginn, Boston, 1961, Preface pp. iii, iv.

² Fleck, Henrietta, "Home Experiences," Forecast, April, 1966, p. 11 and p. 36.

American Home Economics Association¹ and the Canadian Home Economics Association.²

Institutionalization. Home Economics literature contributed to institutionalization within the Fabrics system by bringing in a traditional knowledge about clothing and fabrics. For instance Erwin in her book Clothing for Moderns³ briefly presented the socio-psychological aspects of some cultures. This helped arouse appreciation for our heritage through a knowledge of historic costume and textiles. Wilcox provided further evidence of the traditional interest in clothing in her book The Mode in Costume.⁴

As a facility literature contributed some of the most readily acceptable institutional action patterns that were found in the Fabrics system. Textbooks were regularly bought for the beginning of semesters. Journals arrived monthly or quarterly. Assignments based on reading required the use of standardized and well established behavior patterns.

¹Journal of Home Economics. Published by American Home Economics Association, 1600 Twentieth Street, N.W. Washington, D.C. 20009.

²Canadian Home Economics Journal. Published by Canadian Home Economics Association, National Office, 151 Slater Street, Ottawa 4.

³Erwin, M. D. and Kinchen, L. A., Clothing for Moderns, 3rd edition, The Macmillan Company, New York, 1966, pp. 36 - 100.

⁴Wilcox, R. Turner, The Mode in Costume. A History of Men's and Women's Clothes (Egypt 3000 B.C. to the present) Second revised expanded edition, Charles Scribner's Sons, New York, 1958.

Socialization. As a source of knowledge to the Fabrics system Home Economics literature informed girls how to "grow up" gracefully and become acceptable members of the adult society. Ryan in Clothing: A Study in Human Behavior¹ discussed the social-psychological aspects of clothing related to age, and specifically dealt with adolescents fifteen to twenty. A chapter in Ryan's book discussed clothing practices--inventories, grooming practices and shopping practices. In Clothing for Moderns,² Erwin advanced a concept throughout the book that the study of textiles and clothing might be a contributing factor to one's personal growth and a service to the community.

Learning to use and care for books and other publications as facility was a part of the socialization that characterized the Fabrics system.

Social Control. Home Economics literature was a pervasive source of social control in that information, or knowledge, and exhortation given was intended to help members of the Fabrics system become more acceptable to other members of the family and community. Much had been written on budgeting from which two sources were selected to show coverage of this facet of social control by Home

¹Ryan, Mary Shaw, Clothing: A Study in Human Behavior, Holt, Rinehart and Winston, Inc. Toronto, 1966. pp. 269 - 301.

²Erwin, M. D. and Kinchen, L. A., Clothing for Moderns, 3rd edition, Preface p. (v).

Economics literature. Wilson in Sew a Fine Seam¹ gave reasons for budgeting and proposed short and long range plans for the average girl. Sturm and Grieser in Guide to Modern Clothing² covered the topic in readable style in two full length chapters: "Planning Your Wardrobe" and "Buying Your Clothes."

In the Fabrics system, literature as facility involved many norms and sanctions which if violated would involve imposition of strong control measures. For example there were fines for overdue books and reprimands for writing or underscoring in a text book.

Conditions of Social Action.

Territoriality. Books extended the territoriality of the Fabrics system by diffusing knowledge from distant places such as Montreal, New York or Paris.

As facility the books had special places in the classroom. Books currently in use were made readily accessible on an open shelf near the front of the room. Some in daily use for a limited time were placed very near the teacher's desk. Those rarely used were stored in the more inaccessible storage areas of the Fabrics laboratory. Once a book entered the Fabrics room, it usually remained there unless it was signed out for a night by a member of the Fabrics system.

¹ Wilson, V. I., Sew a Fine Seam, pp. 100 - 103.

² Sturm, M. M. and Grieser, E. H., Guide to Modern Clothing, McGraw-Hill Book Company, Toronto, pp. 109 - 182.

Size. Knowledge was affected by the size of L.T.C.H.S. of which the Fabrics system was a part. The school provided the locale to spread knowledge over a large school population as it came and went. As facility, the Home Economics literature was related to the size of the Fabrics system--more copies were obtained for classes of large enrolments. The size of the social system affected the literature in two ways--the number of copies for classroom use and less directly the variety of the books ordered was related to the classroom size.

Time. From knowledge gained through the literature the time dimension of the Fabrics system was extended into the traditional past as well as into the predictable future.

As a facility the obtaining and the use of literature was closely related to time. Orders must be placed early enough to make sure the literature was available when wanted. Before each monthly theory test certain texts were brought down from the shelf and were in constant use in class time and out of the Fabrics classroom for evening study.

In the foregoing paragraphs an attempt was made to show how Home Economics literature was related to the Fabrics system. Emphasis was given to the contribution of the literature to the knowledge component of the system on the one hand and facilities component on the other. Indirectly it was shown that little is disclosed by the survey of the literature attempted, which indicates that home economics writers were not conscious of a social systems approach to home economics.

In this chapter the theories of Loomis, Parsons, Johnson, Brookover and Gottlieb were summarized and a social systems survey of Home Economics literature made as it applied to the Fabrics system. In the chapters to follow the social conditions, the elements and the master processes received special consideration in reference to the Fabrics system.

CHAPTER III

BASIC CONDITIONS, TERRITORIALITY, SIZE AND TIME FOCUS¹

The basic conditions of territoriality, size and time focus were not completely controlled by the members of the Fabrics system and as such were termed conditions of social action.

I. TERRITORIALITY²

The Fabrics system had a place in the spaces occupied by the Fabrics and Dress departments of the high schools in Alberta. Figure 3 showed the points where Fabrics and Dress 30 was taught. No. 14 on the map was the location of L.T.C.H.S., Red Deer. Red Deer, with a population of 26,000 was located in central Alberta. Lindsay Thurber Composite High School operated on a trimester basis and was located in the northeastern part of the city of Red Deer, Figure 4.

The L.T.C.H.S. authorities designated Room 411, of the school (Figure 5), as the exclusive center of the Fabrics and Dress department. The complete school system and the whole of Red Deer was the territoriality of the Fabrics system. The main feeder schools were the Central, Eastview and Riverglen (County) Junior high schools shown on Figure 4. Table III showed the number of students by school that a particular Fabrics class came from and Figure 4 and Table IV showed the parts of Red Deer, rural and urban, where

¹Loomis, Social Systems, p. 37

²Ibid, p. 37

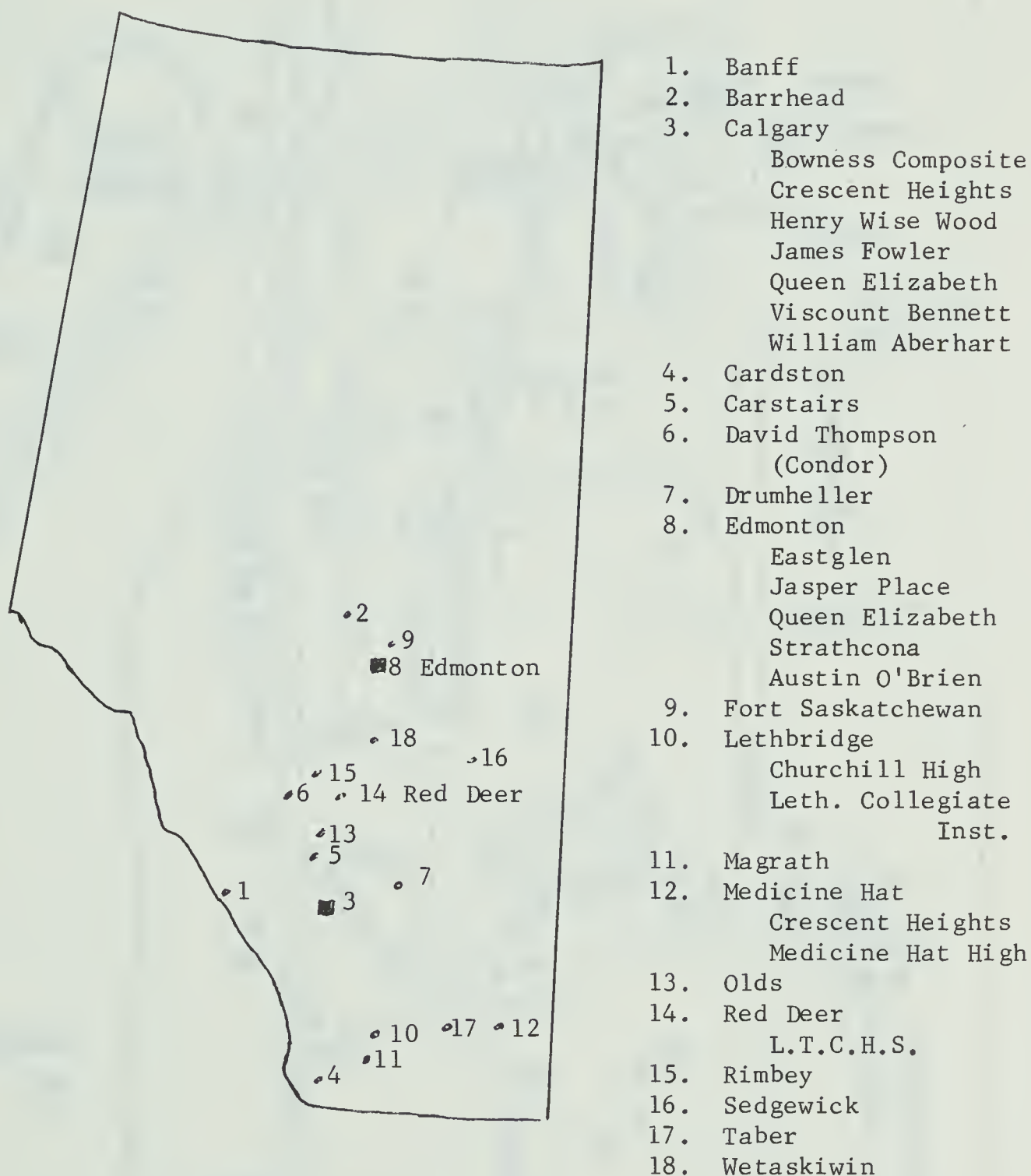


Figure 3 Centers where Fabrics and Dress 30 courses were taught in
 1965 - 66.

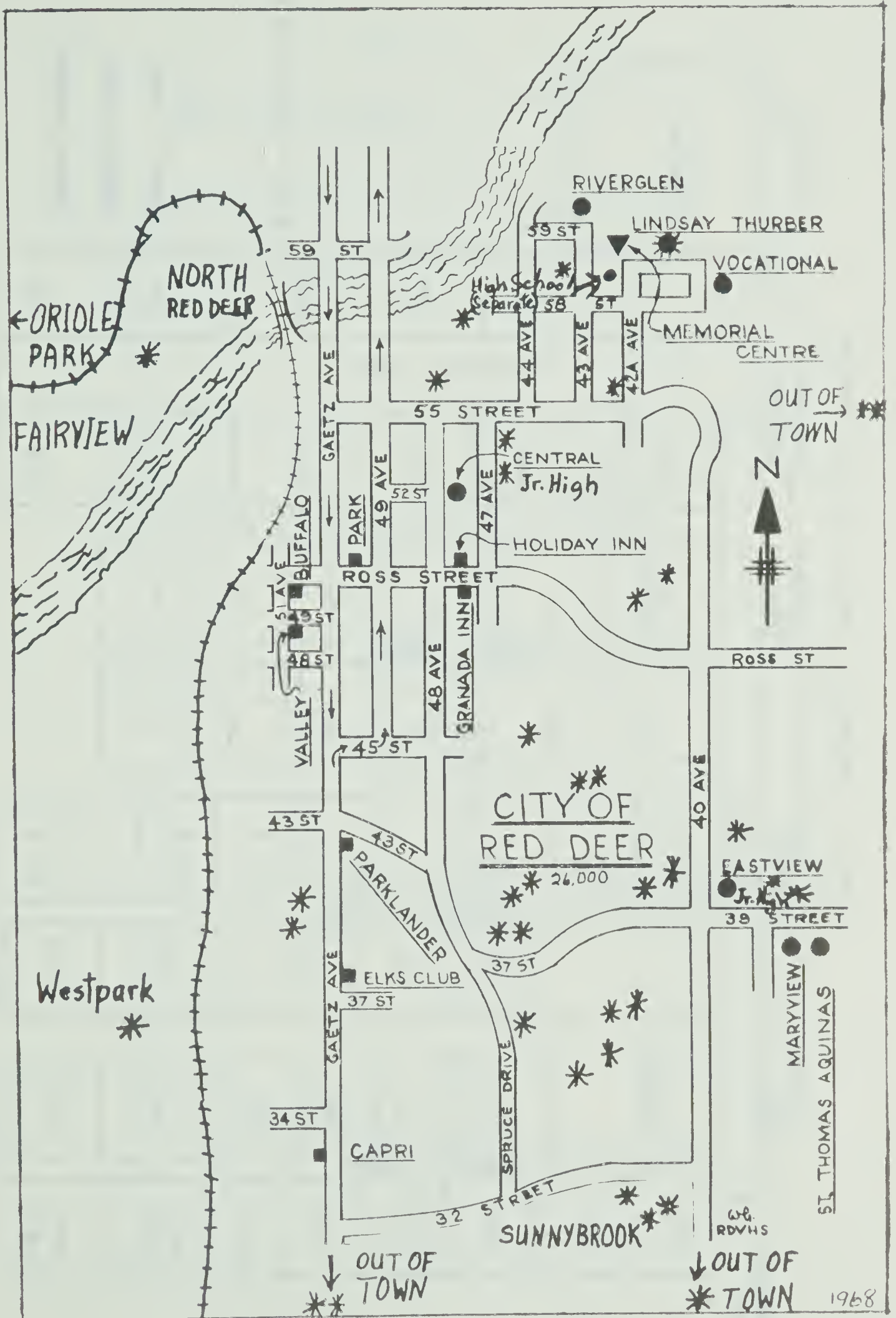


Figure 4

Student-member residences * June, 1966

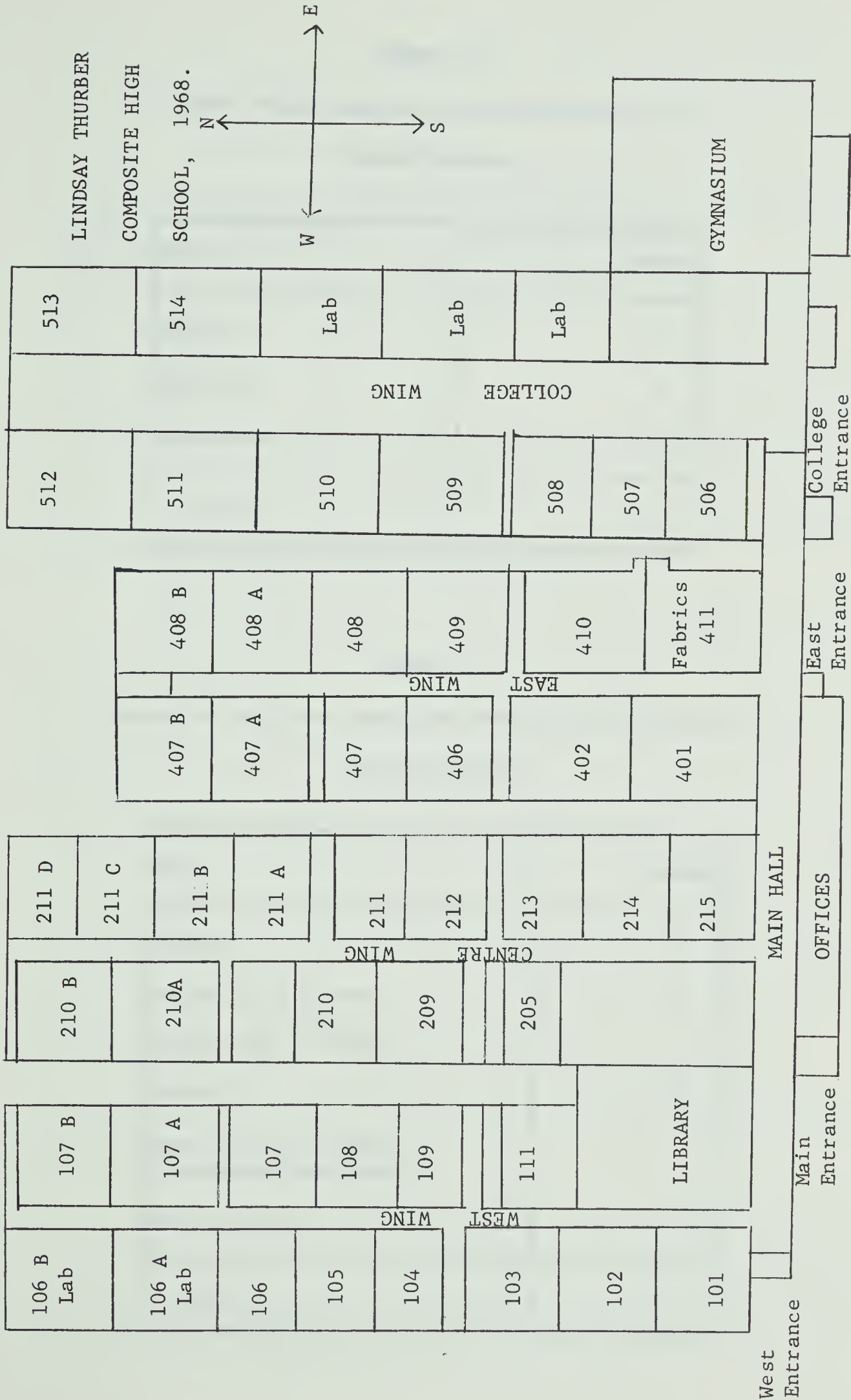


Figure 5 The Fabrics room in L.T.C.H.S. setting

TABLE III

Junior High Schools Supplying Fabrics 10

Student-Members

School	Number
Central	5
Eastview	9
Riverglen	3
Total	17

TABLE IV

Areas in Red Deer Supplying Fabrics 10, 20, and 30

Student-Members

Area	Number
Central	2
North of 55 Street	4
North side of River	1
The Hill	22
West of Gaetz Avenue (including West Park)	3
Out of Town	5
Total	37

TABLE V

Number of Girls in Junior High Desiring to Take
Fabrics and Dress in High School

Junior High Schools	Number of Girls Enrolled in Grade IX	Number Desiring to Take Fabrics in High School	Percentages
Eastview	105	39	37
Central	50	18	36

the members of that class resided. Table V showed Grade IX interest in Fabrics and Dress as a high school option.

The territoriality of the Fabrics system changed from time to time during the year. On Awards' Night the centre moved from the Fabrics laboratory in the school to the stage and dressing rooms of the Memorial Centre, as shown on Figure 4. Most of the time however, the territoriality was concentrated around the school. The student-members came into the Fabrics room during class and overtime, took break periods, and attended other classes. The teacher's duties took her outside the room to care for the sick room, discipline a girls' washroom, turn in attendance records at the principal's office, check on magazines in the library and report for supervision of Grade XII examinations held in the gymnasium of the school at the end of each semester.

Some activities however, extend the territoriality beyond the city. The Fabrics 30 student-members went as far away as Edmonton, Calgary, or Vancouver to shop for costly fabric and accessories. The teacher as the professional part of the system had a range of

operation in space somewhat different from the student-members as she attended workshops, seminars and conventions in other cities.

Despite what appeared to be a large territoriality, the boundary maintenance process enabled the Fabrics system to preserve its centre in Room 411 of L.T.C.H.S. Figure 5.

II. SIZE¹

The size of the groups in the Fabrics system varied from class to class and from semester to semester. The size of the school in a period of rapid growth affected the size of the Fabrics system. As the school grew in numbers of students, the Fabrics system became a smaller part of it.

The particular semester under observation (March 21, 1966 to June 21, 1966) as shown in Figure 6 consisted of seventeen student-members in Fabrics 10 (9 - 11 A.M.) four in Fabrics 30 class (1 - 2 P.M.) attending a split course that continued from the last semester, and four Fabrics 20 members in class from 2 - 4 P.M. with twelve girls in Fabrics 30.

Table VI showed the size of Fabrics classes for an eight-year period. Little change in the total numbers of students by year was noted. The Fabrics 10 classes of 1960 - 61 had an enrolment of 73 and in 1967 - 68 Fabrics 10 numbered 74.

Less formal groupings varied more than the regular class structure. Overtime groups ranged in size from a few girls at 11 - 12 A.M. to a full room at 8 - 9 A.M. and at 12:30 to 1 P.M. The group of student-members in "Seams in Fashion," the dress

¹Loomis, Social Systems, p. 38

revue on Awards' Night, consisted of fifty girls from several sub-groups, one made up of girls who had been in classes during the first and second semester. Sub-groups were organized within the main group. The largest group was the models; smaller groups consisted of back-stage managers, usherettes and decorators.

9 - 11 A.M.	1 - 2 P.M.	2 - 4 P.M.
Fabrics 10	Fabrics 30	Fabrics 20
Student-members	Student-members	Student-members
No. 1	No. 30	No. 20
2	31	21
3	32	22
4	33	23
5		
6		Fabrics 30
7		
8		Student-members
9		
10		No. 34
11		35
12		36
13		37
14		38
15		39
16		40
17		41
		42
		43
		44
		45

Figure 6. Identification numbers replace student-members' names in each class.

Note: These numbers identify the student-members in the Fabrics 10, 20 and 30 classes during the third trimester (March 21, 1966 to June 21, 1966) at L.T.C.H.S.

Table VI showed no growth in the enrolment in the Fabrics system. Table VII showed the increase in the L.T.C.H.S. teaching staff from 30 to 60 in an eight-year period with the number of home economics teachers remaining two in number. The classes in session at L.T.C.H.S. in the third semester increased from 106 classes to 129 classes between 1966 and 1968, Table IX.

The Fabrics system remained unchanged in size at a time when the school was in a period of rapid expansion.

TABLE VI

ENROLMENT IN FABRICS 10, 20 and 30 CLASSES OVER AN
EIGHT-YEAR PERIOD 1960-1968

Year	Fabrics 10	Fabrics 20	Fabrics 30
1960-61	73	28	10
1961-62	80	33	5
1962-63	72	38	12
1963-64	70	25	15
1964-65	69	35	17
1965-66	67	22	16
1966-67	71	30	11
1967-68	74	29	8
Total	576	240	94
Average	72	30	11.75

Note: Fabrics 10 classes ranged in size from 22 in a fall semester to 13 in a spring semester.

TABLE VII

NUMBER OF HOME ECONOMICS TEACHERS AT L.T.C.H.S.
IN RELATION TO TEACHING STAFF SINCE 1954

Year	Home Economics Teachers	Teachers Employed
1954	2	30
1960	2	30
1966	2	55 plus 5 part time
1967	2	60
1968	2	63

Note: Records were available for these years only.

TABLE VIII

STUDENT ENROLMENT IN 1965-66

Time	Grade	Boys	Girls	Total
First Semester	X	137	144	281*
	XI	168	179	347
	XII	308	298	606
Late Registration		180	80	239
Total		793	680	1473

*In 1967-68, Grade X enrolment rose to approximately 400.

TABLE IX
A COMPARISON OF THE NUMBER OF THIRD SEMESTER CLASSES AT L.T.C.H.S.
TERMS IN 1965-66 AND 1967-68

Third Semester of School Year	A.M.			11-12 and 1-2	P.M.		Total
	9-11	11-12			1-2	2-4	
1965-66	44	11		7		44	106
1967-68	53	11		11	3	51	129

Note: Only subjects beginning in this term were listed.

III TIME¹

The members of the Fabrics system were time-bound and what happened inside the system changed with time. Whether the Fabrics system was operating in the first, second, or third semester was significant. Also important was whether the time was the end of the first month, the end of the second month or the end of a semester. If the Fabrics members were enrolled in a third semester they were involved in graduation and the year-end dress revue as well as the regular routine of the system.

Time waited for no one in the Fabrics system. The Fabrics student-member tried to complete her course in an allotted watch-time span, and if her judgment missed, she did not succeed in reaching her goal.

Table X shows the timetabling of courses for an eight-year period and the effect of a change agent on the timing of a Fabrics system.

¹Loomis, Social Systems, p. 38

Watch-time was a reminder and an indicator of success or failure for the Fabrics student-member.

Time completed the discussion of the three conditions of social action. Next considered were the nine social elements of the PAS model as they applied to the Fabrics system.

TABLE X
TIMETABLING OF FABRICS COURSES FROM 1960-68

Trimester	9-11 A.M.	11-12	1-2	2-4 P.M.	Class Hours per day
1960-61					
First	Fabrics 10	Fabrics 20		Fabrics 10	5
Second	Fabrics 10	Fabrics 20	Fabrics 30	Fabrics 20	6
Third	Fabrics 10		Fabrics 30	Fabrics 30	5
1962-63 Change					
First	Fabrics 10	Fabrics 20		Fabrics 10	5
Second	Fabrics 10	Fabrics 20	Fabrics 30	Fabrics 20	6
Third	Fabrics 10		Fabrics 30	Fabrics 30 Fabrics 20*	5
*A Fabrics 20 class was enrolled with Fabrics 30 2-4 P.M. because Fabrics 30 classes seemed to be diminishing in size.					
1967-68 Change					
First	Fabrics 10	Fabrics 20		Fabrics 10	5
Second	Fabrics 10	Fabrics 20	*	Fabrics 20	5
Third	Fabrics 10		*	Fabrics 30 Fabrics 20	4
*Fabrics 30 (1-2 P.M.) was deleted.					
1968-69					
First	Fabrics 10	Fabrics 20	Fabrics 20* ¹	Fabrics 10	6
Second	Fabrics 10			Fabrics 20	4
Third	Fabrics 10			Fabrics 30* ²	4
*1. Fabrics 20 was on the timetable from 11-12 and 1-2 in the first semester.					
*2. Fabrics 20 2-4 P.M. had been deleted from third semester.					

Note: No change in timetabling from preceding years for the years:
a) 1961-62
b) 1963-67

CHAPTER IV

THE ELEMENTS OF A PARTICULAR FABRICS AND DRESS SOCIAL SYSTEM

In Chapter II of the study it was assumed that the Fabrics system possessed the elements that constituted every social system and the processes that articulated them. In Chapter IV by descriptive means the elements of Loomis' PAS Model were shown to exist in the Fabrics system, to make it a truly complete social system.

I. FACILITIES¹

Facilities were the means used in the Fabrics system to achieve the ends for which it existed. This included the plant, the equipment and supplies used that could be observed to reveal goals, beliefs and norms of the Fabrics system.

Samples of facilities were outlined only. Some in the physical category were the laboratory with doors to close, built-in storage, ironing-boards and mirrors, equipment such as sewing machines, cork-covered tables, a steam presser and scissors. Supplies were such as sewing machine needles, distilled water, chalk pencils and tracing paper. Teacher's facilities were attendance sheets and record books, while listed among students belongings were notebooks, pens, thread, pins, thimbles, seam rippers and gauges. Non-physical facilities included system-time, and system-space.

An examination of the facilities and how they were used by the members provided clues concerning ends, beliefs, norms as well as other

¹Loomis, Social Systems, pp. 27-30.

elements. System-time referred to registered class-time and overtime privileges. The belief that student-members must attend class hours to get credits revealed the goal to make time available to them regularly, plus extra supervised time for those who needed and desired it. A norm applicable here was that the teacher, too, must be in attendance. System-time also indicated rank. When the period began the teacher spoke. This indicated rank and power because she started the sequence. The teacher was first, but she was brief because the next part of the system-time belonged to the student-members, thus giving them priority over the teacher in ranking before others. System-space, for example, referred to the attempt to space the student-members in the work areas to give each equal opportunity for success. Equality was rarely achieved because the places had different values and thus ranking was inevitable. The dress revue achievement was another example of system-space designating rank as the Fabrics 30 girls had prestige-laden first and last spaces on the program.

Certain beliefs, goals, and norms were revealed by disuse of some facilities. It was a belief that equipment not of use to members such as dress forms should be removed. The goal was attained when they were placed in remote storage. The norm in this case was that the fitting responsibility be assumed by the members as they saw a garment modelled.

In the hands of a student-member the sewing machine as a possession and facility, was an invaluable tool which contributed to the Gemeinschaft-like atmosphere pervading the room. The sewing machine was almost sacred. Each girl learned to use and care for it. Several elements of the Fabrics system were observed. There was sentimental attachment to equipment. There was the belief that most sewing today should be done by

machine. This resulted in the goal of maintaining the machines at high performance. The resulting norm was that both teacher and student-members were responsible for the use and care of the machines. Changes in the system could and did occur. If the Fabrics courses were to become non-laboratory then facilities now valued would become obsolete and none more so than the sewing machines.

It was through a study of the facilities of the room, and more particularly through their use or lack of use that observations were made about the other elements and processes of the Fabrics system.

II. GOALS, BELIEFS AND SENTIMENTS¹

Goals, beliefs and sentiments of the members for purposes of analysis were divided into two sections. One section dealt briefly with the goals, beliefs and sentiments of the teacher as superordinate, and the second section dealt with the goals, beliefs and sentiments of the student-members as applied to them as average subordinates in the Fabrics system. A sampling of goals, beliefs and sentiments was described in each section.

The teacher's goals, beliefs and sentiments were divided into four parts--professional, administrative, procedural and technical. Although much could be written about procedural and technical goals, beliefs, and sentiments, they were not analyzed. The technical aspect would include, for example, how to make a garment or operate a machine or tool. The procedural beliefs permeated the study as the participant observer described the manipulation of her classes in Chapters

¹Loomis, Social Systems, pp. . 11- 16

IV and V. The professional and administrative aspects however, were analyzed in more detail. The belief was stated first followed by the goal and the sentiment elements that were linked to it.

Professional Goals, Beliefs and Sentiments of the Fabrics teacher.

Student-members needed to become confident, useful and happy citizens in society. The goal was to teach not only for today, but for the future and its anticipated changes. The teacher felt this responsibility seriously.

"The old sewing teacher is passe'."¹ The achievement of the Fabrics system should be more than "showin' our sewin'".² A professional component of the Fabrics teacher's knowledge was to keep up with the times, decide what was best and pass it on. Her goal was to be informed about fabrics and dress by reading current articles on the subject. The teacher disliked being called the sewing teacher and attempted to present a different image of the Fabrics teacher.

The Fabrics teacher held the belief that a Fabrics course had a three-fold purpose. First, a Fabrics course had a homemaking use which featured social, psychological and economic facets of living. Second, it had an occupational use in which student-members learned skills that they might use in making a living. Third, it had a creative use for leisure time activity. The teacher's goal was to

¹East, Marjorie, "Construction in Hierarchy", Illinois Teacher, 1966-1967, Vol. 10. No. 6, p. 241.

²Petersen, Bernadine H., "Whatsoever Ye Sew", Illinois Teacher, 1966-1967, Vol. 10. No. 6.

have student-members develop an understanding of clothing for themselves and their families, for the needle trade and for the joys of creativity in leisure time. Sentimentally the Fabrics teacher loved to hear how the student-members applied their learnings.

The Fabrics teacher held the belief that not all girls at the secondary level could learn clothing construction and in fact did not want to learn. The goal was to make the Fabrics course attractive for all girls who wanted to sew and had an aptitude for it. A second goal was to attract the other group by development of a non-laboratory course which dealt with social, economic and psychological aspects of clothing. The teacher was concerned that the student-membership did not grow in relation to the growth of the L.T.C.H.S. student population. The teacher felt that this indicated a diminishing role for the Fabrics system within the total school situation.

The Fabrics teacher agreed with the belief that Home Economics should attract the school's top students to learn how to adjust as new information about well-made clothes becomes available. The goal followed thus: to teach students how to look for new information and evaluate its usefulness to themselves. Sentimentally the Fabrics teacher felt that home economics was for every girl.

The Fabrics teacher knew that most women did not make most of the clothes for their families. Most women did not want to use their time sewing. Families used money to buy time. The teacher's goal here was to help daughters of women who could not sew. In other words, the teacher believed the prime purpose of the Fabrics system was to encourage the women of tomorrow to learn the basic

concepts of clothing construction for their own use, whatever it might be. Sentimentally, the teacher sympathized with the women who regretted that they did not learn basic sewing when they were young.

Administrative Goals, Beliefs and Sentiments of the Fabrics Teacher

The teacher believed that advanced training improved her status-role and she strove to be acceptably qualified. It gave her a pleasant sense of achievement.

Some girls were career-oriented in home economics. It became the teacher's duty to make careers in home economics known to them. Sentimentally, she felt that recruitment was an obligation.

Projects and theory were selected according to the course to give satisfaction of fulfillment to each girl. The goal was to become acquainted with student-members through an easy introductory project. If subsequent projects were suitably selected both teacher and student frustration was reduced.

A "Drop out", however, occurred from frustration or sudden lack of interest. The teacher's goal was to watch constantly for depressed student-members. The teacher was concerned about those who did not enjoy the courses.

The teacher had the belief that adjustment for projects selected could be made for average girls in a particular class. The teacher's goal was to study the student-members of a given class to decide on a program to suit them. Both teacher and students were happier when they had control of a situation and were able to make predictions of outcome.

The teacher believed that priority of her time should be given to the student-members presently in the system and that she should maintain a certain amount of boundary here. The teacher valued student-system-time.

The teacher believed that enrolment into Fabrics courses should be solicited while the future student-members were in Junior high school. The goal was to plan a contact to spread a favorable image of high school Fabrics and Dress among Junior high girls. The teacher regretted that often these girls were not informed about Fabrics and Dress in high school.

The student-members came with their conventional or folk wisdom. They had beliefs about fabrics or lack of it. They had beliefs, gained from other people, about the course, perhaps an older sister. It was assumed that they had the knowledge acquired up to their level in school. What they thought they knew and did not know, along with ideas from home provided them with a background to come into the Fabrics system. Where possible information derived from documentary sources, the questionnaire, schedules or interviews with the student-members was reported. Empirical information was supplemented with knowledge from the teacher's experience as participant observer.

Student-members' Goals, Beliefs and Sentiments

Student-members thought a Fabrics teacher should be qualified technically and have a personality compatible with adolescents.

They proceeded to find out what qualifications were required to be a Fabrics teacher. Then they were surprised at the extent of training required.

Conversation indicated that they believed that they must constantly search for an occupation which they could do and would enjoy. Their goal was to make a choice best for themselves and make plans to fulfill it. Enthusiastically the student-members looked to the future.

The belief about individual differences was acquired as student-members became aware of abilities through involvement in different projects. They attempted to discover what projects were best suited to their ability. Happiness resulted from a well chosen project.

The student-members knew that they must change their procedure if faced with discouragement and low marks. A few convinced themselves that low marks could be the teacher's fault. They tried to get five credits and a prerequisite for advanced course in the Fabrics system or get out of the Fabrics system. Feeling fluctuated as the lesser goals were reached or missed.

Student-members believed that one member should not be more favored by the teacher than another. They tried to get the teacher's attention by some means. Most girls moved toward the teacher, others drew the teacher to them. Feelings of jealousy and competition were apparent.

Among the many options available in the high school curriculum, student-members knew that they could choose to enroll in Fabrics

and Dress. The goal was to plan a program that included it. They might have taken the course to please parents or to fulfill a desire to learn to sew and develop poise.

Some girls believed that they should register in Fabrics and Dress; others had many reasons for not registering. Some planned to enroll early to get a place, others had no room on their timetable for Fabrics courses. Some therefore, were interested in the Fabrics system, and others appeared uninterested but were curious to see how the Fabrics system operated.

An alternative way of describing goals, beliefs and sentiments was to use the Four Functional Problems' Table 2 provided by Talcott Parsons.¹ His model was applied here because it illustrated the complexity of interaction among student-members in terms of their goal attainment. This was related to the other aspects of the social system that were discussed above.

The external-consummatory reference "goal attainment".

These were the ends or goals of enjoyment and satisfaction of fulfillment that the system brought. The participant observer noted several experiences that recurred often. The girls came back from shopping experiences pleased with what they bought. Each unit of a project that turned out well was a source of pleasure. The girls liked to "play teacher" and showed others their experiences. It was a source of pleasure to be accepted by the other members--to have the hem-line where those "in-the-know" said it should be. It

¹The study, p. 19

was a thrilling experience to watch high quality fabric perform under the direction of one's own hands, e.g. the effect of molding or tailoring a good piece of wool. It was a rewarding experience to "show-off" what one had made to friends outside the system and at the same time "sneak-a-peek" at what the other members were making and then criticize favorably or maybe unfavorably. It was a good experience to know how to keep fabric new-looking during the construction process. The dress revue on Awards Night in the bright lights watched by a crowd in the Memorial Centre was the zenith of enjoyment and satisfaction of fulfilment for the Fabrics 30 girls. A thrill long to remember was to model the long gowns and be ushered in by handsome escorts.

The external-instrumental reference "adaptation". The question answered here was, "What are the best means to reach a goal?" The girls asked many questions before they went shopping and then did much searching until they found the right purchase for them. Sometimes this meant going to the bigger cities, which was a more common practice for the advanced girls. The girls learned to get their work checked at regular intervals so that the end product would not be a source of frustration. In order to be able to tell someone else what to do they first gained knowledge themselves and to do so listened to the experienced one and then tried it out for themselves. To find out what was acceptable in the group, one stepped out of the fitting room to be inspected by the members she trusted. Once the girls realized the value of good fabric, they tried to acquire it for themselves to

experience the reward of sewing with it. The girls worked hard to get a product that they could proudly show to others. Registering in Fabrics 30 and searching for the style and fabric that they really loved, made them eligible for a cherished place in the dress revue.

The internal-consummatory reference "integration". Integration referred to the morale or willingness to take responsibility for the system and the internalization of habits and attitudes which were conducive to system unity. The desire of the girls to achieve gave stability to the Fabrics system. If they did not want to work there was no power that could make them and then the system would be disorganized. One girl was chosen as room representative in her home room. She faithfully kept her group informed. A group in charge of decorating for a dress revue planned and worked many hours to get a beautiful effect. With guidance, the girls kept good notebooks well organized and neat in appearance. They went through the routine of displaying, modelling, and handing their projects in for marking before they took them home. They stood in line to receive help from the teacher. Some wore slacks but paid the fines. Before they took out a library book they signed out a card. Before they borrowed the good scissors in the teacher's desk they asked permission. They moved to the table ahead each week without being told. They reported machines that did not work, windows that should be opened or closed. They became interested in their sewing, and did little talking. When the bell went they walked out for a break--got a drink or had a smoke and returned. They did chores when it was their turn. They left when the last bell rang.

The internal-instrumental reference "pattern-maintenance and tension-management". This referred to boundary maintenance problems and problems of sentiment. The girls felt a sense of belonging and felt at home in the room. There was a degree of cooperation among its members for the attainment of certain goals. When a girl who had been away returned, others would tell her about the things that she missed. They taught one another to model. Usually only members of the Fabrics system used the machines and usually only members were given close supervision for fitting problems. Fabrics 20 and 30 girls had more privileges than Fabrics 10 girls, for example in choice of fabrics and projects. Members were oriented toward each other. They learned from one another--saw other possibilities about a project other than their own. There were divisions of the group into sub-groups--e.g. it might have been a formal division--the people at one table, or a group assigned to the use of a buttonholer, or an informal group that formed to get boy-friends enough for all that group to make up a party after the graduation exercises.

TABLE XI
REASONS WHY TAKING FABRICS WILL HELP

REASON	FABRICS 10	FABRICS 20	FABRICS 30	TOTAL
Have more clothes	1			1
Develop as a happier adult	3	1	3	7
Sew for self and family	2			2
Chose clothes that suit	1		1	2
Taught one to study	1			1
Preparation for marriage		1	1	2
Better prepared to buy ready-to-wear		1		1
Saved money		1	1	2
Preparation for a career in fashion			1	1
No response	9	0	8	17
Total	17	4	15	36

TABLE XII
STUDENTS WHO WILL TAKE FABRICS 20 STATED WHY

REASON	NUMBER OF GIRLS
Enjoyed sewing and needed credits	12
Would save money on clothes	3
My mother wanted me to take it	1
Would help me in the future	5
Total	21

TABLE XIII

WHY I TOOK FABRICS 20 OR FABRICS 30

REASON	NUMBER OF GIRLS	REASON	NUMBER OF GIRLS
Liked sewing	4	Cost was less	1
Wanted to make a coat and graduation dress	1	Enjoyed wearing the handmade clothes	3
Clothes fitted better	2	Asset as a homemaker	1
		Planned a career in sewing	1
		No response	3
Total			16

TABLE XIV

STUDENTS WHO WILL TAKE FABRICS 30 STATED WHY

REASON	NUMBER OF GIRLS
Be back if she passed geography	1
Anticipated the graduation dress	2
Planned to major in Household Economics	1
Needed the credits but also likes sewing	6
Other reasons	1
Total	11

TABLE XV

FORMER FABRICS 10 STUDENTS GAVE REASONS FOR NOT TAKING
MORE FABRICS COURSES

REASON	NUMBER OF GIRLS
Not returning to school	10
Got a "C" in Fabrics 10	1
Changed routes	1
No room on timetable--repeated courses	4
Needed time on matriculation courses	1
Needed Biology 20	6
Total	23

TABLE XVI

FORMER FABRICS 20 STUDENTS WHO WILL NOT CONTINUE
WITH FABRICS COURSES GAVE REASONS

REASON	NUMBER OF GIRLS
Not returning to school	2
Would raise academic marks	1
Failed Science 20	2
Took Mathematics 31	1
Total	6

TABLE XVII

FABRICS GIRLS SAID OTHER GIRLS HAD REASONS
FOR NOT TAKING FABRICS

REASON	NUMBER OF GIRLS
Timetable was too full	4
Took too much extra time	1
Too expensive	2
Sewed well enough	1
Would rather buy clothes	1
Did not fit in with Biology	1
Did not like sewing	4
Did not need options	1
Too much perfection	1
Preferred cooking	1
Did not like a Grade X course in Grade XI or XII	1
Did not like to work under supervision	2
TOTAL	20

TABLE XVIII
STUDENTS NOT IN FABRICS INDICATED REASONS WHY

REASON	NUMBER OF GIRLS
Schedule was filled with other courses, beauty culture, secretarial, business	3
Too expensive	3
Did not like sewing	2
Too much work	1
Felt ignored in Fabrics 10	1
Lost interest in Junior high	1
Did not like sewing under supervision	1
Could sew	1
Felt inadequate	1
Spent time more profitably in academics	1
Total	15

TABLE XIX
LIFE-GOALS OF STUDENT-MEMBERS

LONG-RANGE GOALS	FABRICS 30 15 girls	FABRICS 20 4 girls	FABRICS 10 16 girls
Marriage and Family	80%	75%	67.5%
Career	73%	100%	55.5%
Travel	20%	-	50%

Note: Each student responded more than once.

Long range choices for student-members that were most often selected were marriage and family, career, and travel. Other goals were more education, money, good health and recreation.

TABLE XX

TWELVE ALBERTA HOME ECONOMICS TEACHERS GAVE REASONS
FOR GIRLS TAKING FABRICS AND DRESS

RESPONSES	NUMBER OF TIMES RESPONSE APPEARED
1. They liked sewing and wanted to learn to sew correctly	7
2. To have more clothes for the money	2
3. To enjoy the social aspects	1
4. To learn care of clothing	1
5. To learn to fit clothes properly	1
6. To learn to be a good shopper	1
7. Failed academic courses	5
8. Planned to take university household economics	1
Total	19

TABLE XXI

TWELVE ALBERTA HOME ECONOMICS TEACHERS GAVE REASONS
FOR GIRLS NOT TAKING FABRICS AND DRESS

RESPONSES	NUMBER OF TIMES RESPONSE APPEARED
1. Did not fit into student's program	2
2. Lack of space and equipment	2
3. School timetabling	2
4. Student disliked sewing	2
5. Had unhappy sewing experience in Junior High	1
6. Low interest in clothing	1
7. Fabrics and Dress did not prepare for employment	2
8. Fabrics and Dress had low prestige among academic subjects	2
9. Too many options to choose from	2
10. Took too much time and cost too much	2
Total	18

III. NORMS¹

Norms are "rules of the game" or guiding standards that are valuable in predicting interaction. The norms were the chief means of evaluating behavior and in judging character and conduct in action in the Fabrics system.

There were norms applied to the Fabrics system, by way of systemic linkage, that came hierarchically and in Gesellschaft-like manner. The rules of the university, especially the Faculty of Education and the School of Household Economics, affected the student-members if they planned to attend university.² It was noted that Fabrics 30 was acceptable for entrance to the Faculty of Education but not to the School of Household Economics. The Fabrics courses outline or rules came from the Home Economics Branch of the Department of Education and were in constant use.³ General regulations or norms came from the administration of L.T.C.H.S. of which the Fabrics system was a part.⁴ In Gemeinschaft-like manner however, and internally patterned came the rules of the Fabrics system itself, where they had been developed, tested and revised to suit the needs of the individuals of the Fabrics system and the system as a whole.

Rules of behavior such as the following helped to maintain efficiency of operation within the system. Student-members should

¹Loomis, Social Systems, pp. 16-19.

²Appendix E, p. 168

³Appendix D, p. 156

⁴Appendix C, p. 152

have had machines threaded, tote-boxes and notebooks out when the bell rang to begin class. Notebooks generally were left in the Fabrics room. Dates were set for finishing projects well in advance. When slacks were worn members paid fines. Sanctions were applied to assist students to learn these norms.

The more senior the person the more privileges she had. The Fabrics 30 student-members were given more freedom in decision-making. They could select more expensive patterns and fabric. Fabrics 30 student-members were allowed to stay later than the teacher did after school, but Fabrics 20 student-members left with the teacher.

The members did not necessarily have the same rights and obligations as other members of the Fabrics system. The prime examples of this were the complementary roles of teacher and student-members. Another example of differentiation was the electing of a room representative who acquired additional duties.

Members were oriented to one another. Special time was set aside to hear about shopping experiences or to see an accomplishment. The student-members took their places to serve on various types of committees to work for a common goal which might have been the end-of-the-semester dress revue.

There were property norms about scarce and valuable things such as shears, cork tables and the steam presser. Property of the Fabrics department was stored neatly. Notebooks were used for Fabrics only. Everyone learned these norms early in the semester and took her turn to see that the work was done and the norms observed.

The following were some of the norms which were strictly applied during the dress revue by the student-members. They were almost military in nature. Practising continued until the model acquired poise. Each member had a buddy to help her. Giggling and nonsense backstage were not tolerated. It was not good modelling etiquette to chew gum on stage. Authority from those in charge was to be accepted. A model on stage was required to SMILE, SMILE, SMILE.

There was an unwritten code of ethics governing the relationship of the Fabrics teacher and the rest of the staff she worked with in L.T.C.H.S. She always spoke respectfully about other teachers. She dismissed students to leave on time for attendance at other classes. She watched for girls who were skipping other classes to come in to sew on projects. She co-operated with the counsellors, who were obliged to call students out of classes for consultation. She avoided distracting other classes with activities of the Fabrics system. She read all items on the weekly bulletin aloud to her home room class. She supplied the administrators with the information that they required on time.

The norming element gave insight into the behavioral pattern of members of the Fabrics system as it was affected not only by its own "rules of the game" but by those that descended on it in Gesellschaft-like precision.

IV. STATUS-ROLE¹

"Status-role is that which is expected from an actor in a given situation."² Status represents the position and implies rights. The role represents a member's activity and implies obligations and expectations. Each member of the Fabrics system had a given place in the system and from there played her part in relation to the other members of the classes in session during the same semester.

An analysis of the status-role of the Fabrics teacher appeared in Brookover and Gottlieb section of the report which dealt with status-role theory.³ Table XXII showed student-members' expectations of the status-role of the teacher.

Each student-member played her role in the Fabrics system and in addition had status-roles in other groups entirely apart from the Fabrics' system. Student-member No. 30 in June, 1966 was an only daughter, an engaged fiancé', a secretary to the Students' Union, a member of the Hudson's Bay Teen Council, a member of the Modelling Club, and a prospective member of a Europe-touring group.

Some student-members had frozen reputations.⁴ This was noticeable among the slow and fast working students. Student-member

¹Loomis, Social Systems, p.p. 19, 20.

²Ibid., p. 19.

³Cross reference in the study to pp. 27, 29.

⁴Johnson, Sociology: A Systematic Introduction, p. 25.

No. 38 impressed the other girls with her ability to get her assignments done quickly. No one ever expected her to get behind with her work; she had a frozen reputation. Student-member No. 45 likewise was ahead of the class but with extra projects. Viewed by the other student-members these girls both ranked high with their frozen reputations for speed, but from the teacher's viewpoint their reputations ~~were~~ frozen but in a different way. She knew that these student-members inevitably chose the simplest projects and techniques and were not high-rating finishers.

The participant investigator noted characteristics of the status-role of an average student-member and observed the interaction among themselves and between student-members and the teacher. The average student-member observed was a subordinate and minor¹ as she would be in any classroom in L.T.C.H.S. From her teacher she claimed the right to be supervised and directed. She was expected to learn principles that could be applied for future living. She performed like one who had knowledge about poise and how to choose becoming clothes and to wear them to suit her activities. Above all, she was expected to have respect for the property of others and the feelings of those with whom she had interaction.

The status-roles of student-members and teacher complemented each other as they manifest the combining of the status element and the role process.

¹There were adult students who could gain admission to Fabrics 30.

TABLE XXII

FABRICS STUDENT-MEMBERS LISTED TEACHER QUALIFICATIONS
THAT THEY LIKED A FABRICS TEACHER TO HAVE

DESIRABLE QUALITIES OF TEACHER	VOTES
Be patient and understanding	29
Provide leadership and give clear directions	16
Know all methods of sewing	10
Give individual assistance	6
Treat all students alike	5
Have a sense of humor	3

Note: There were 36 voters in each case.

TABLE XXIII

STATUS ROLE OF STUDENT-MEMBERS SHOWN BY
GIRLS RETURNING TO FABRICS CLASSES

	TO FABRICS 20	TO FABRICS 30
Matriculation	14	7
General	6	5
Total	20	12

TABLE XIV

TEN GIRLS NOT RETURNING TO FABRICS 20 CLASSES CHOSE OTHER COURSES

COURSE	NUMBER OF STUDENTS
Biology 20	7
Psychology 20	7
Other courses	2
Total	16

V. RANK¹

Ranking means standing and might be applied to a member of the Fabrics system, to the system itself or a part of it, and to anyone outside the system who had interaction with the members. The decision of ranking another was affected by sentiment, norms and standards of those passing judgement. The sampling of ranking given in this investigation was divided into formal and informal categories.

The Fabrics system when ranked in a formal manner was one of many options in an academic school. Fabrics 10 was exploratory by nature and Fabrics 20 and 30 were for deeper interest in Fabrics and Dress. Fabrics courses were ranked informally by members of the system and other interested persons. Using their standards the interested persons spoke favorably or unfavourably about Fabrics and Dress as they compared it with other options and academic courses.

The student-members were formally and informally ranked. Formally, they were placed according to their age, grade, home and Junior high school background. Additional formal ranking by the teacher and the school were such things as the Fabrics class to which they were admitted, the marks they got on projects and report cards, their places on programs, and the arrangement in sub-groups. The informal ranking showed dimensions of sentiment. Informally, the student-members ranked one another.

Tables XXV to XXXVI and Figures 7 to 12 inclusive were derived from the results of a questionnaire to the student-members

¹Loomis, Social Systems, p.p. 23, 24, 25, 26.

in June 1966 and also from school documents. The tables and figures showed formal and informal ranking within the Fabrics system. Formal ranking included the tables showing age, grade, proficiency and status of parents. The informal ranking showed dimensions of sentiment. The sociograms of student-members showed up unpopular people--Figure 7 showed the dislike for student-members No. 15 and 16 and in Figures 8 and 10 showed the dislike for student-member No. 37, who was the winner of the Truant Trophy only a few days before. Table XXXII showed No. 37 voted as teacher's pet.

TABLE XXV

FORMAL RANKING OF FABRICS 10 STUDENT-MEMBERS BY AGE

AGE IN YEARS as of June 1, 1966	NUMBER OF STUDENT-MEMBERS
16	10
17	2
18	3
19	1
Unknown	1
Total	17

TABLE XXVI

FORMAL RANKING OF FABRICS STUDENTS BY
GRADES AND HOME-ROOM TEACHERS

STUDENT-MEMBER	GRADE	HOME ROOM TEACHER	STUDENT-MEMBER	GRADE	HOME ROOM TEACHER
Fabrics 10 (9 - 11 A.M.)			Fabrics 30 (1 - 2 P.M.)		
Student- Member No.			No. 30	XII	E
1	X	Fabrics	31	XII	Office
2	X	teacher	32	XII	F
3	XII		33	XII	G
4	X		Fabrics 30 (2 - 4 P.M.)		
5	X		No. 34	XII	H
6	X		35	XII	I
7	X		36	XII	J
8	X		37	XII	K
9	X		38	XII	K
10	X		39	XII	E
11	X		40 (out)	XII	-
12	X		41	XII	L
13	XI		42	XII	L
14	XII		43	XII	M
15	XII		44	XII	N
16	XI		45	XII	O
Vocational 17	XII				
Fabrics 20 (2 - 4 P.M.)					
No. 20	XI	A			
21	XI	B			
22	XI	C			
23	XI	D			

Note: Information obtained from home room register.

See Figure 6 for student identification.

Teacher identification was shown in letters.

TABLE XXVII

FORMAL RANKING OF STUDENT-MEMBERS AS THEY TOOK THEIR PLACES
PLACES IN "SEAMS IN FASHION", THE ANNUAL DRESS REVUE
JUNE, 1966 PROGRAM OF ANNUAL DRESS REVUE

Student-members ¹ with outfits		program continued	
Fabrics and Dress 30		Fabrics and Dress	silk dresses and others
No. 45	coat and dress		
30	coat	*D	brown and gold
42	coat and dress	45	pink
34	coat	42	brown print
35	coat	*A	blue
37	coat and suit	*B	blue green
38	coat and dress	*C	granny short - cotton
41	coat	37	white Swedish linen
43	suit and blouse	45	green linen
31	suit and hat	Fabrics and Dress 10 dresses	
44	suit	17	blue linen
32	coat and dress	6	blue linen
36	coat	14	sun dress
39	coat and beret	*F and *D	long granny gowns
Fabrics and Dress 20 wool suits		*A	sports outfit
45	brown suit	15	beach robe
42	blue suit	Luxury dresses	
*A	suit-checked	43	short dark gold
*B	brown suit	42	short blue
*C	green suit	38	tangerine
22	blue suit	37	white
23	suit check and navy	44	blue
21	brown suit	45	blue and white
20	plaid suit	47	pink
*D	pink suit and cape	39	green
*E	blue suit	32	blue
Fabrics and Dress 10 skirts and blouses - 17 of them.		30	white
Fabrics and Dress 20 wool dresses		36	blue
45	green	35	gold
42	gold	31	white
*A	blue	Note: (a) Student-members from previous 1966-67 Fabrics classes who participated in the show were *A, *B, *C, *D, *E, *F. (b) Fabrics 30 student-members held positions of greatest prestige on the program. Fabrics 10 and 20 student-members acted as the "fillers."	
*B	blue		
*C	green and check		
22	heather		
23	green and braid		
21	red and black		
20	blue grey		
*E	pink		

¹See Figure 6 of the study.

TABLE XXVIII

FORMAL RANKING OF STUDENT-MEMBERS BY TEACHER, ADMINISTRATORS
AND TWO JUDGES OF MODELLING

Student-member identification number	Proficiency awards for Fabrics and Dress 30 June, 1966
No. 37	The Truant Trophy
No. 30	The Singer Award
	Two modelling awards
No. 38	Elna Sewing Centre Trophy
*A	Shores Credit Jewellers Trophy

Note: (a) *A--Student enrolled in first and second semester, Table XXVII

(b) Figure 6 of study showed student-members' identification numbers.

TABLE XXIX

FORMAL GROUPING FOR FABRICS 10 COMMITTEE ASSIGNMENTS

COMMENTATORS	DECORATORS	BACK STAGE MANAGERS
Student members No. 6	Student members No. 15	Student members No. 17
No. 10	No. 13	No. 14
No. 5	No. 12	No. 4
No. 7	No. 2	No. 9
No. 8	No. 11	No. 16
	No. 3	No. 1

Note: These committees were active in preparation for achievement day
at termination of semester.

TABLE XXX

RANKING OF PARENT-OCCUPATIONS OF FABRICS 10 STUDENT-MEMBERS
JUNE, 1966

<u>Fathers</u>		<u>Mothers</u>	
Professional	7	Homemakers	18
Business	8	Working Mothers	19
Skilled Worker	15	Total	37
Farmer	4		
Retired	1		
Deceased	1		
Total	37		

TABLE XXXI

STUDENT-MEMBERS NAME BEST AND WORST SEAMSTRESSES

BEST SEAMSTRESS	VOTES	WORST SEAMSTRESS	VOTES
FABRICS 10		FABRICS 10	
Student-member No. 6	9	Student-member No. 3	8
Others	8	Others	9
Total	17	Total	17
FABRICS 20 and 30		FABRICS 20 and 30	
Student-members No. 38	6	Student-member No. 37	5
No. 45	6	No. 34	5
No. 30	3	Others	5
Total	15	Total	15

SOCIOGRAM

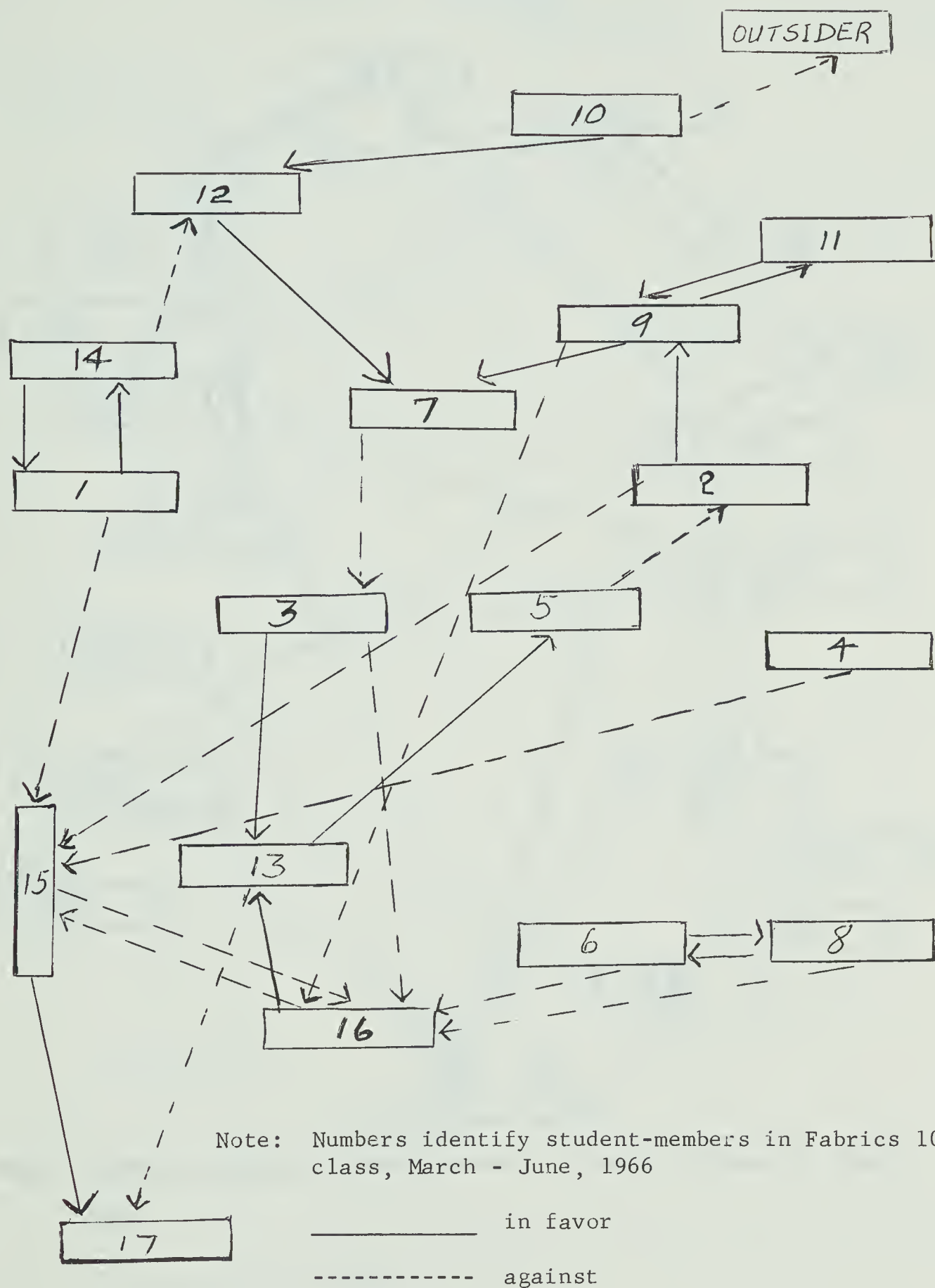
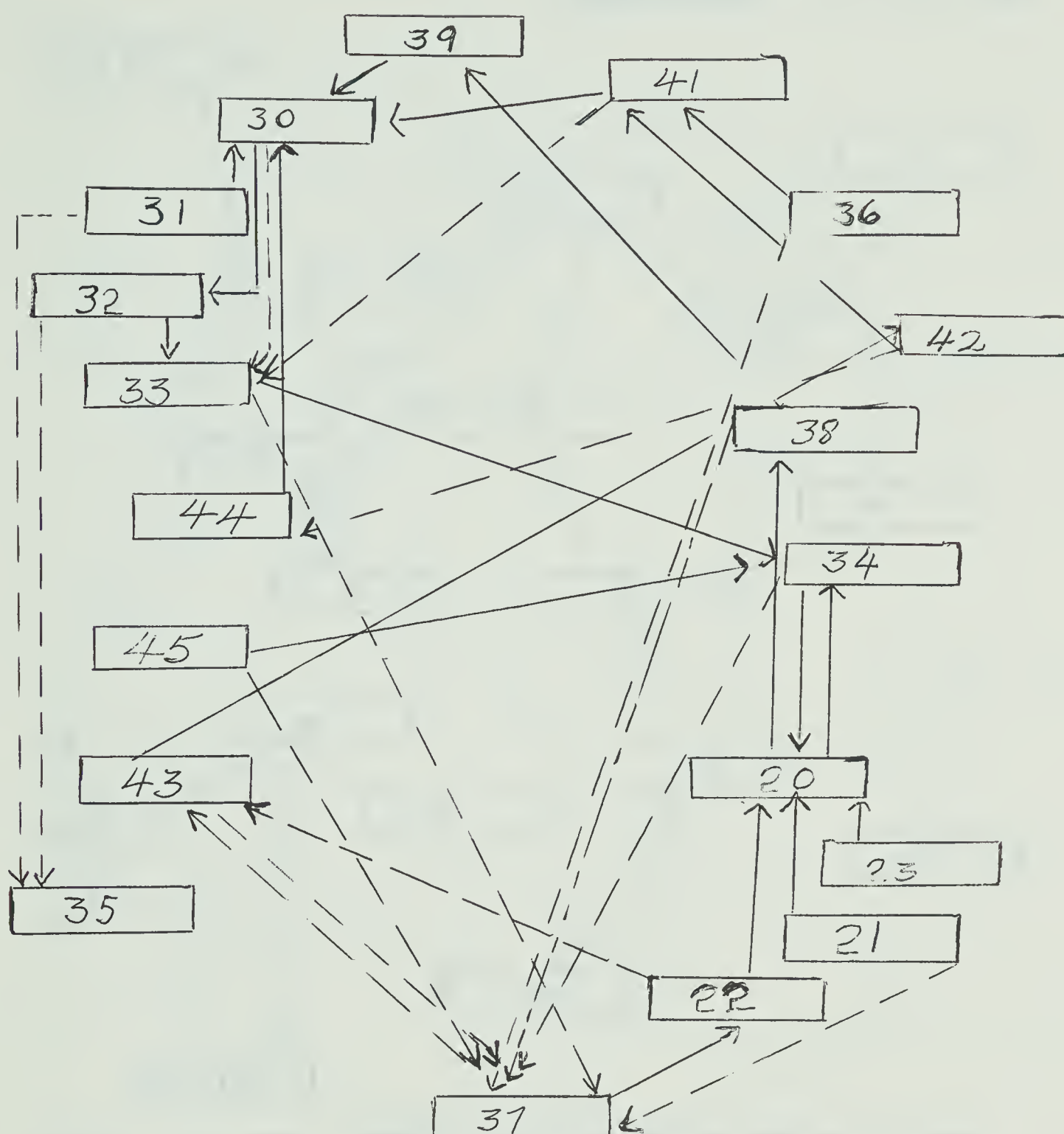


Figure 7: Fabric 10 Seatmate choices by student-members

SOCIOTRGRAM

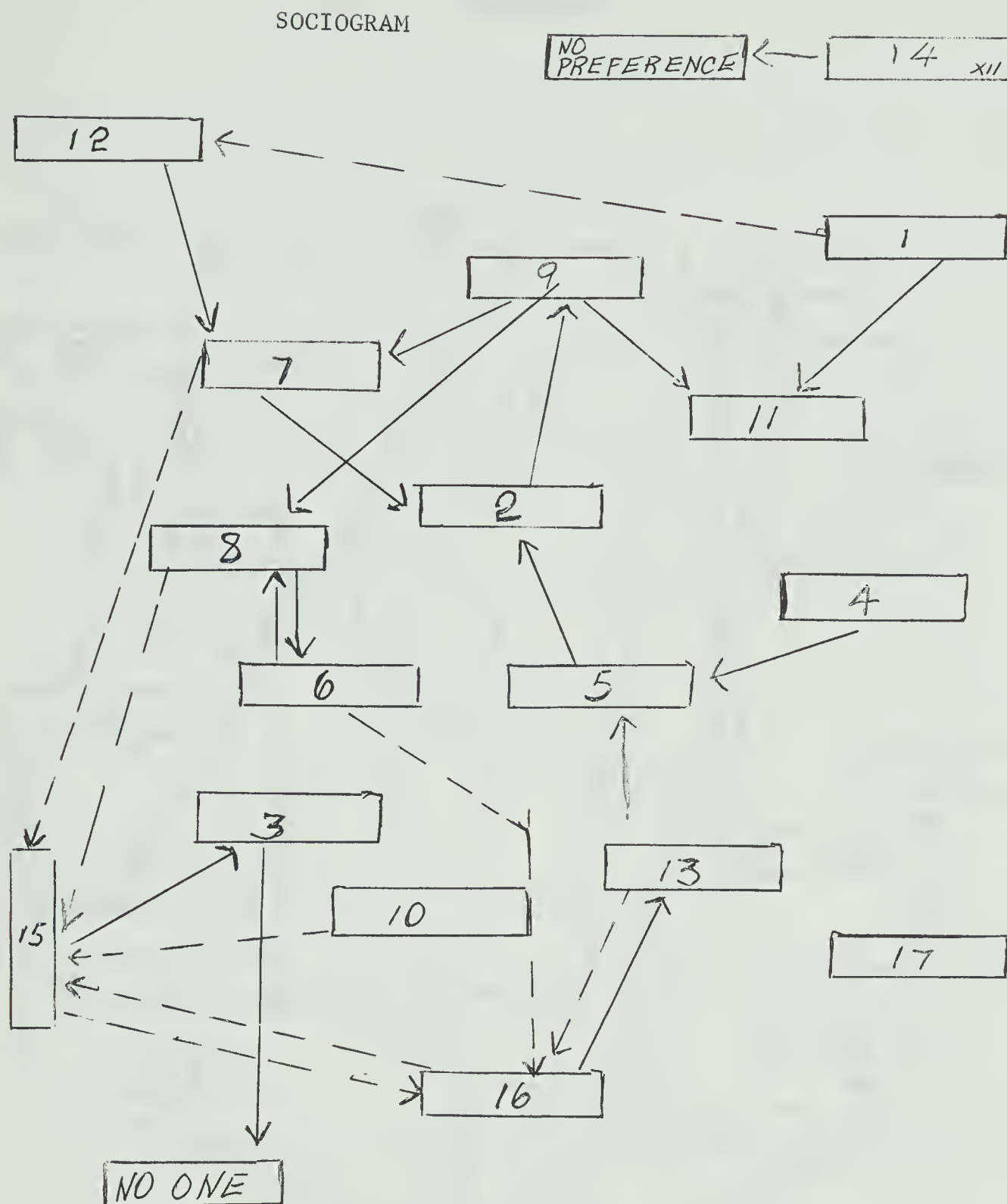


Note: Numbers identify student-members in Fabrics 20 and 30, March - June, 1966

_____ in favor

----- against

Figure 8: Fabrics 20 and 30 seatmate choices.



Note: (a) Numbers identify student-members in Fabrics 10 class,
March - June, 1966

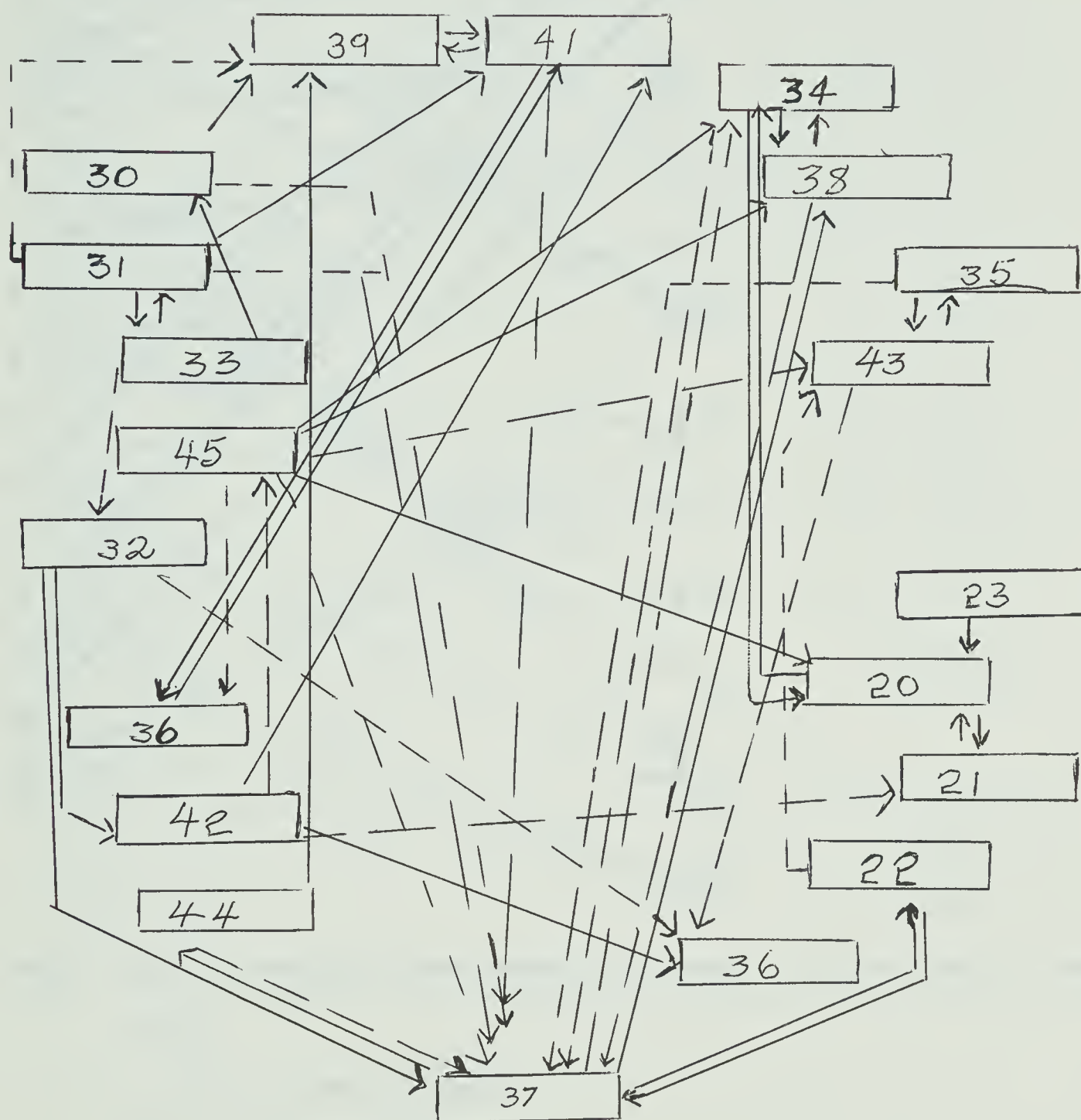
————— would like to sit with this person when doing
hard work.

----- would not like to sit with this person.

(b) Student-member No. 17 came from the Vocational High School
and besides this was absent for the questionnaire.

Figure 9: Fabrics 10 chose handwork visitors.

SOCIOGRAM



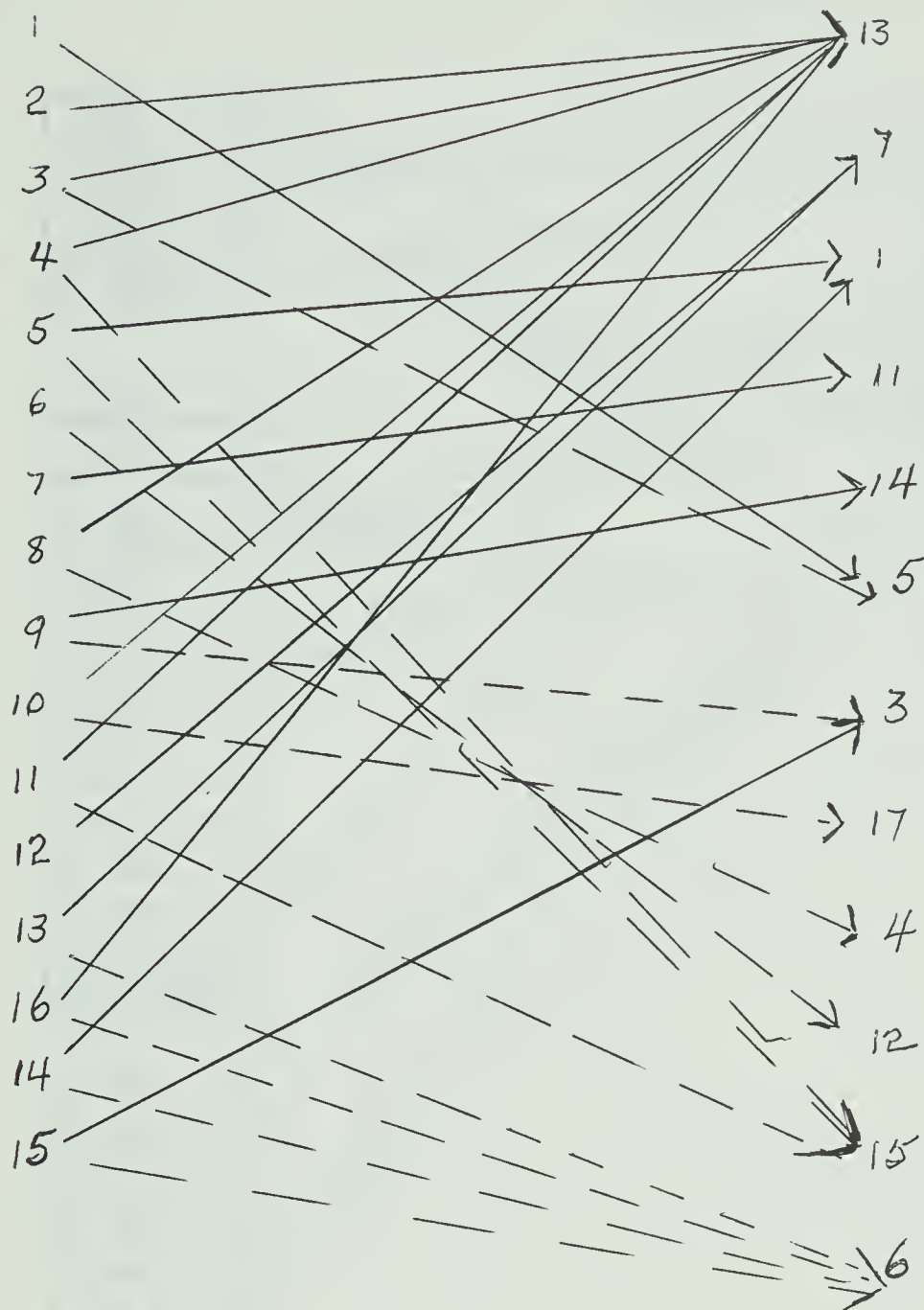
Note: Numbers identify student-members in Fabrics 20 and 30 classes,
March - June, 1966.

————— would like to sit with this person while doing
hard work.

----- would not like to sit with this person.

Figure 10: Fabrics 20 and 30 chose handwork visitors.

SOCIOGRAM

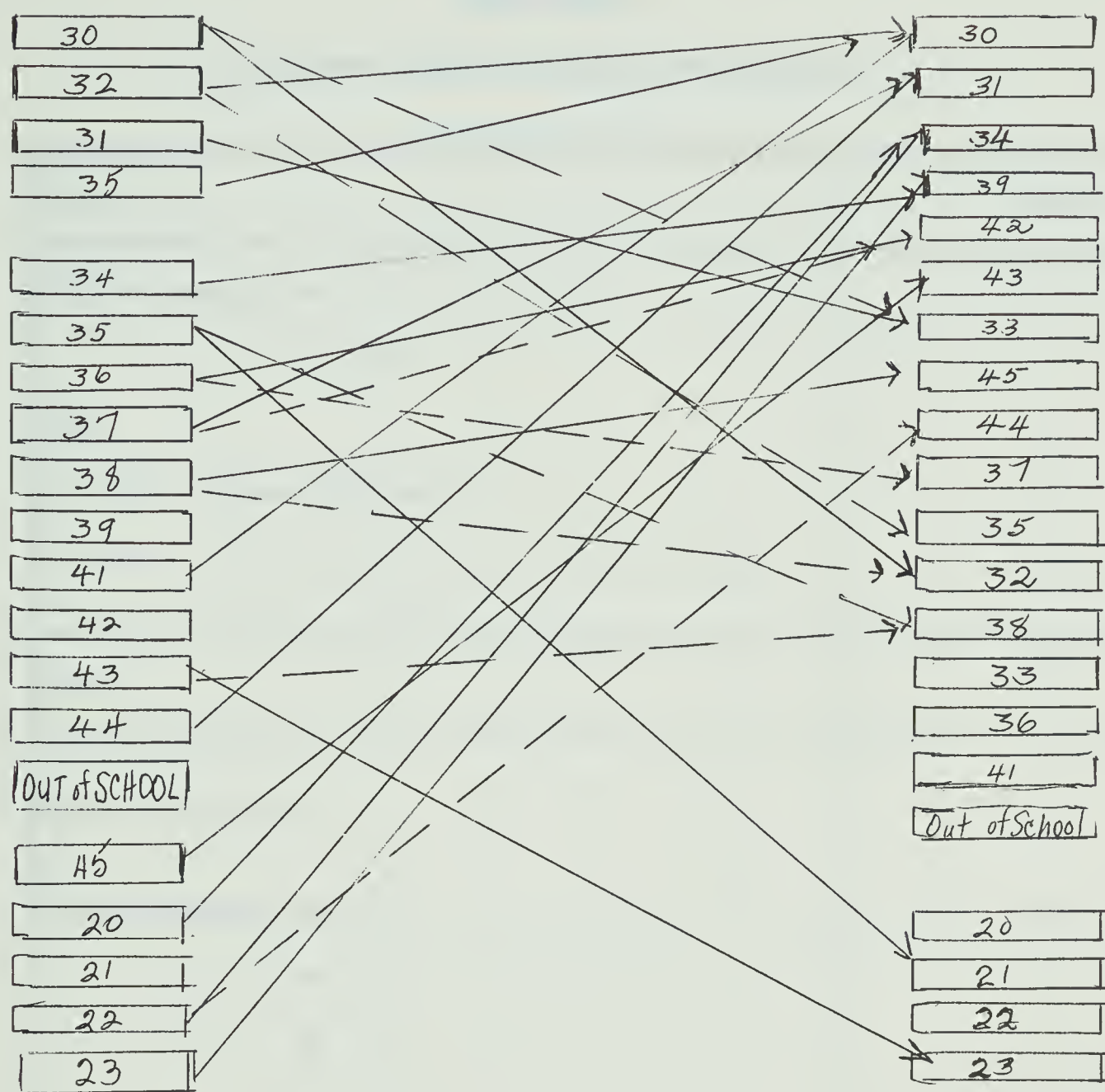


Note: Numbers identify student-members in Fabrics 10 class, March - June 1966.

_____ Most friendly
----- Least friendly

Figure 11: Fabrics 10 chose classmates
who were most friendly
who were least friendly

SOCIOGRAM



Note: Numbers identify student-members in Fabrics 10 classes, March
June, 1966.

————— Most friendly.

----- Least friendly.

Figure 12: Fabrics 30 chose classmates
who were most friendly
who were least friendly.

TABLE XXXII

TEACHER'S PETS AS SELECTED BY STUDENTS

FABRICS 10	VOTES
Student-members No. 6	5
No. 15	1
Self	1
In other classes (Fabrics)	2
No one	8
Total	17
Fabrics 20 and 30	
Student-members No. 37	14
No. 39	2
No. 30	1
No. 32	1
No. 44	1
Student-members in other Fabrics classes	2
Total	21

TABLE XXXIII
DOMINANT INDIVIDUALS IN FABRICS CLASSES AS NAMED BY
STUDENT-MEMBERS

Course	Student-members	Votes	Total Voters
Fabrics 10	No. 15	12	16
	No. 6	11	16
Fabrics 20 - 30	No. 37	5	19
	No. 39	5	19
	No. 38	5	19
	No. 45	4	19

Note: Each voter had two votes if she wished.

TABLE XXXIV

"WHEELS" IN THE SCHOOL

AS NAMED BY STUDENT-MEMBERS IN FABRICS CLASSES

COURSE		VOTES	TOTAL VOTERS
Fabrics 10	President of Students' Union	9	16
	President of Graduating Class	3	16
	New President of Students' Union	2	16
	Present Room Representative	2	16
	Total	16	
Fabrics 20 and 30	President of Students' Union	13	19
	President of Graduating Class	5	19
	Student-members No. 30	7	19
	No. 39	5	19
	No. 34	2	19
	No. 15	2	19
	Total	34	

Note: Student-members had more than one vote each.

TABLE XXXV
STUDENT-MEMBERS VOTE ON FEELING OF TENSION VERSUS
RELAXATION IN FABRICS CLASSES

COURSE	SENTIMENT	VOTES	TOTAL VOTERS
Fabrics 10	Tension	-	17
	Relaxation	12	17
	Neither	5	17
Fabrics 20	Tension	1	4
	Relaxation	3	4
	Neither	-	4
Fabrics 30	Tension	1	19
	Relaxation	10	19
	Neither	4	19

Note: Student-members often discussed tension versus relaxation as experienced in high school courses--Observation made by participant investigator.

TABLE XXXVI
STUDENT-MEMBERS COMPARED FABRICS AND DRESS COURSES WITH
OTHER OPTIONS AND ACADEMIC SUBJECTS

<u>Positive</u>	Votes
High status option in the school	29
<u>Negative</u>	
It was too much work as compared to academic courses which were more important.	8
Total	37

VI. POWER¹

The controlling process in the Fabrics system was divided among the members unevenly. The school administrators as top agency had appointed the teacher as their representative in the Fabrics system. As incumbent, in this part of the hierarchy, she was expected to control most of the decision making in acceptable ways. The student-members played their important subordinate roles manifest through their rights as students and in decision making exercises.

The Fabrics system was power centered in the teacher's status-role (position) and personality. She had rights and obligations that were vested in the authority that she accepted. Respect

¹Loomis, Social Systems, pp. 20-23.

and distance created a prestige atmosphere around her status-role that set her apart from the student-members. She had been engaged by the School Board, not only for her professional and technical preparation but hopefully for her skill in working with people, which amounted to an ability to influence the student-members to apply themselves to the Fabrics courses.

Non-authoritatively, the teacher derived power from her mental and physical attributes. Her strength depended on a sound mind functioning through five acute senses--to smell a stuffy room or scorching fabric, to taste style in a traditional and a contemporary manner, to feel the climate of the classroom, to listen to student-members, and most of all to see them. Physical strength in a healthy, well-groomed body formed another basis of power. To keep the room tidy, fix machines, and demonstrate construction techniques, she needed agile hands; to move furniture she needed a strong back; to provide fast, silent transportation from one focal point to another she needed feet that did not ache; to control all activities she needed a head on a self-lubricating pivot; and to keep out of the spheres of activity for a time she needed facilities for comfortable sitting.

The decision making component of the teacher's authority involved the external pattern. With administrative approval she made outside contacts for audio-visual aids, demonstrators, field trips, make-up, photography, equipment, supplies and entertainment. She supervised the spending of funds collected from fines and other sources. In the internal setting, the teacher along with student-members

made minimal procedural rules, and discarded what was considered useless to the system.

Although student-members had unequally powered subordinate roles among themselves and in relation to the teacher, they possessed a latent or informal strength to persuade the teacher that their ideas were sound and thereby had considerable influence in the affairs of the Fabrics system, especially when led by a popular leader. Within the framework of the general power pattern of the Fabrics system however, the student-members were given responsibility, subject to evaluation, to make decisions individually about their part in the system and in groups to promote general efficiency.

Some of the student decisions in Fabrics 10 involved pattern, fabric and colour selection, shrinking of some fabrics, skirt length, amount of overtime and what they remembered from previous learnings in fabrics and dress. To this list, Fabrics 20 student-members added length, kinds of lining and facing, zipper application and dress trimmings. Fabrics 30 had most privileges as senior members of the Fabrics system. These included choice of projects and fabrics, individual ideas of becomingness, accessories and extra time.¹

Unpleasant situations arose in connection with rights of members in decision making. The Modelling Club involved with the Fabrics system in an extracurricular way, were minors in the school and operated within the power devices of the school vested in the Fabrics teacher as their consultant. They were not allowed to upset

¹Questionnaire

the balance of power and it sometimes became necessary to redefine their roles in terms that they understood. Regulative norms (this you must do, this you can do, this you cannot do) set up early in the year helped the club members to achieve their goals in a manner acceptable to significant others.

An example to show the strength of student-member power came in May, 1968. The teacher had given much thought to up-date the dress revue which had taken place on Awards Night for years. There were more effective mechanisms for the Fabrics system, she thought, that would replace it. The students had too small a part in decision making, it was an expensive undertaking, there was too much work and frustration involved and sentiments sometimes went out of control.

The Fabrics 30 members were close to tears. It was one more time to wear the long gowns; it was a thrilling experience to be a beautiful actress and be escorted to the ramp as ~~were~~ the ladies on Academy Awards Night as seen on television. Then there were the presentation of awards and long-stemmed roses and finally the photographer who came to take a group picture to keep forever.

The Modelling Club members were somewhat disappointed. A few of them wanted a part in the show to try for modelling prizes or simply help back stage with organization.

The administrators of L.T.C.H.S. were in favour of the traditional fashion show as they called it. It was a way to advertise the Fabrics and Dress department. It should be just long enough to help

attract a full house for the presentation of L.T.C.H.S. general awards to students.

The teacher offered a compromise to student-members and the administrators. Expenses were cut in half, no formal invitations were sent out and decorations were simple. Committees were chosen to teach modelling, to prepare commentaries, to make decorations, to work back stage, to bake cakes and make punch to treat the boys who put up the ramp and arranged the lighting. All practising was done in class.

The teacher rated the evening successful and felt that perhaps the winds of change had blown a bit. The innovations seemed to work efficiently. Much less work and worry produced a show equally as good or better than previous dress revues. Some student-members, however, were unhappy about the awards.

VII. SANCTIONS¹

The Gelleschaft-like rewards and penalties where people are prepared to fit into the larger society came from the greater school surrounding the Fabrics system. This took the form of report cards issued twice during each semester with five credits to be earned from the Fabrics system at completion of the semester. Positively, the administration offered the student-member who had a "B" standing the privilege to go on to more advanced courses in Fabrics and Dress, and negatively, removed the privilege to go to further courses in Fabrics

¹Loomis, Social Systems, pp . 26, 27.

and Dress if the student-member had only a "C" standing. Inside the Fabrics system however, the closely knit primary group of members used rewards and punishments, in a Gemeinschaft-like tradition, to induce awareness to norms and goals. Sanctions were an attempt to bring about desired behavior. A Fabrics system member rewarded or punished herself or another member for violating a highly valued norm. Student-members who were not at their places when the class began soon moved there, sat down and listened to teacher directives.

Exception to sanction application occurred in a member's disaster or crisis. When a student-member got behind her classmates, she may have begun to rush. She became frustrated and created a serious situation. She was probably emotionally upset, but tried not to let anyone see that she had been crying. Other members pretended that it was not too serious, became sympathetic listeners and tried to help. The teacher felt sorry for the student and tried to help her rearrange her thinking positively to enable her to solve her deviation. If suitable correction of an error could not be made the project or part of it may have been destroyed. If a student "cut-out" two left sides for a project, only one could be used. The new piece might have been cut out of left overs by relaxing the discipline or rules. Seam allowances or hem could be reduced or substituted. The teacher immediately set up more procedural rules to prevent this type of accident again.

Sanctions were manifest when deviant action was discovered. For example, a group of student-members had been putting pennies instead of dimes and nickels in the piggy bank. When they realized

that the teacher knew they were ashamed. To make amends they put three one-dollar bills into the pig.

A defective project invoked negative sanctions. The teacher attempted to detect poor workmanship in early stages and applied sanctions more often. When the student-members began to recognize a better standard of workmanship, negative sanctions from the teacher were practically non-existent.

The following were student-member sanctions recorded during the period of observation by the writer, with the positive first, and negative following. These were:

Formal

A Fabrics 10 student-member who **had** done well on first and second projects may choose the most challenging third project. A Fabrics 10 student-member who needed more basic sewing practice may choose sleep wear.

A Fabrics 20 student-member may make an underlined project. A Fabrics 10 member may not make a Fabrics 20 project.

A Fabrics 30 member may use luxury fabric but a Fabrics 20 member may use silk-like fabric.

Informal

The teacher commented thus:

"How can you get that fabric for so little money?"

"Why did you buy this expensive fabric?"

"That fabric is worth the time you will spend on it."

"This piece of material has little body, is not wrinkle resistant, and will not dry clean well."

"You will enjoy the pattern that you have chosen."

"We cannot use this pattern; the collar is too difficult for you."

"Good! I am pleased that you can put the zig-zag attachment on yourself."

"By now, half way through the course, how can you say, 'My machine does not work.'?"

"You have an extra spool of thread. Good!"

"Out of thread again. Is this efficiency?"

The following were teacher sanctions from student-members:

Informal Student-members commented thus:

Professional recognition: "Well, isn't that clever!"

Teacher is old fashioned: "Have you heard of the Bishop Method?"

"Will you have time to see if this is fine?"

"I have waited for half an hour to get this checked."

"Is this the way that you would like me to do it?"

"I do not like that; I am not going to do it."

"I do not know how you have the patience to stay here so long."

"You did not give me time to finish."

"I do my best work at school."

"I hate working under supervision."

"My mother would like your judgment on this piece of fabric."

"My mother says I am to use this fabric."

"Thank you for the nice mark."

"Have you marked my project yet?"

Positive teacher-sanctions from students

Teacher prevented many an accident and received some praise for it. Mainly the satisfaction was her own.

Negative teacher-sanctions from students

Sanction may fall on sanction as the teacher was blamed for a student-member's accident. She may accept the blame or not depending upon the efficiency of procedural rules. The long straight-of-grain seams of the full length graduation dresses tend to pucker when average techniques were used. Alternatives were offered and the risk of puckering was turned over to the student-member. The teacher, however, may still be charged with a penalty. She did not lose her job but knew when she was being criticized fairly or unfairly for a poorly constructed or ill-fitting garment.

Student-member sanctions from other student members:

Student-members commented about one another thus:

"I like your fabric."

"That material is hideous."

"I could move and give her my place."

"She will have to wait till I am finished." (Sometimes non-verbally).

"It will only take a minute; she may go ahead of me."

"It is my turn--you come too often."

"She may use my machine; I have white thread on the bobbin."

"Somebody is at my machine and I need it now."

"I am pleased that she will lend me thread."

"Somebody has stolen my thread."

It was obvious that the Fabrics system was alive with interaction among its members, and the sanctions were a potent force in the behavior of the teacher and student-members. Everyone applied sanctions to herself and other members of the Fabrics system.

CHAPTER V

THE MASTER PROCESSES

In Chapter II of the study it was assumed that the Fabrics system possessed social processes to articulate the elements of the system. In Chapter V, by descriptive means, the social processes of Loomis PAS Model were shown to be in action in the Fabrics system.

I. COMMUNICATION¹

The Gemeinschaft-like Fabrics system articulated its social elements through a primary basic process called communication. By this means, members were motivated to achieve goals, conform to norms and generally to be organized within the system.

Communication existed between the Gemeinschaft-like Fabrics system and the Gesellschaft-like school and outer world, but in one direction only. The receiving Fabrics members could not interact directly to the communication media as it entered the Fabrics system through the intercommunication system, the teacher's mail box and bulletins from the school office. Fast communication releases from outside the school contributed vast amounts of new knowledge about fabrics and dress. Other sources of information were television, radio, newspaper, fabric departments in stores, ready-to-wear shops, and sewing machine companies.

¹Loomis, Social Systems, pp. 30, 31

The external sentiments expressed by members were those which they brought from the outside, whereas internal sentiments, favourable or unfavourable, developed from attitudes towards Fabrics members. The teacher utilized the face-to-face situation to help students acquire a language of Fabrics systems terms, which were used efficiently to transfer information, directives and provide decision making. Intense interaction between releasers and receivers took place to reinforce opinions and attitudes. Communication contributed to socialization and general understanding of differences that existed.

In addition to communication media, however, and channels that existed for it, there were barriers. Interaction was not on the same basis between teacher and student-member as among student-members. The teacher made a special effort to watch for signs other than verbal to detect student sentiment. A non-verbal channel of communication conveyed messages easily understood. Posture conveyed vitality or weariness, and gestures and facial expressions showed happiness or despair. Use of time manifested organization or disorganization, and dress and cosmetics, an interest or not in appropriate dress.

There were many other signals and symbols which were meaningful to the members of the Fabrics system. The teacher's car in the parking lot was a sign to the student-members that the teacher was at school. When the lights were on in the Fabrics room, members knew that the room was open. A polished floor and clean corners meant that the janitors had washed the floor the night before. When the sun came shining through the windows the teacher knew her next task was to lower the blinds. If student-members were arriving at the Fabrics room

with bulging store-bags, the teacher knew that they had been shopping for project materials. During instruction time, if the teacher noticed a student-member with her head down, the teacher knew that there was a distraction. If the fitting-room curtains were pulled, a student-member was waiting for a fitting. When a student-member approached the ironing board, the teacher was alerted to check pressing methods. A nearly empty distilled water-bottle suggested the need to go for more water. Check marks in the teacher's book was a sign to both teacher and student-members that assignments had been completed to the teacher's satisfaction. A feeling of excessive warmth prompted a member to open windows and sometimes doors. A thud heard and the teacher looked toward the ironing boards to see if a girl had dropped an iron. A knock at the door meant an interruption. The sound of the buzzer was a signal to start a class period or end it.

Clearly, communication linked each of the elements to one another and became involved in the other master processes. It was most important in relation to sentiment. For example, student-members communicated sentiment as follows:

"Mother and Dad really like my dress."

"My brother says that it is the best dress I've got."

"My dad is going to buy me a sewing machine."

"My mother asks me every day, when I am going to bring my outfit home; she is anxious to see it."

"My mother made me lengthen my skirt."

"I shall never wear the coat I made in Fabrics 30."

"My mother likes to wear my dress."

"My mother wonders if you would put a zipper in her uniform."

"My father bought this fabric for a suit for himself ten years ago, and now he wants me to use it."

Communication as one of the social processes (PAS Model) of the Fabrics system has been a valuable means of gaining information about the Fabrics system.

II. BOUNDARY MAINTENANCE¹

In the academic setting of L.T.C.H.S. the Fabrics laboratory, from an external view, set itself apart from other classrooms by the appearance of equipment and accommodation unique to it.² Internally it had boundaries within boundaries. The Fabrics system operated with restrictions on working areas and facilities. Limitations on resources used and how they were used added distinctiveness to the non-academic atmosphere.

Admittance to the Fabrics system membership was done in one of two ways. First as teacher, qualified according to the Department

¹Loomis, Social Systems, p. 31

²Figure 13: Room 411, L.T.C.H.S. Fabrics laboratory

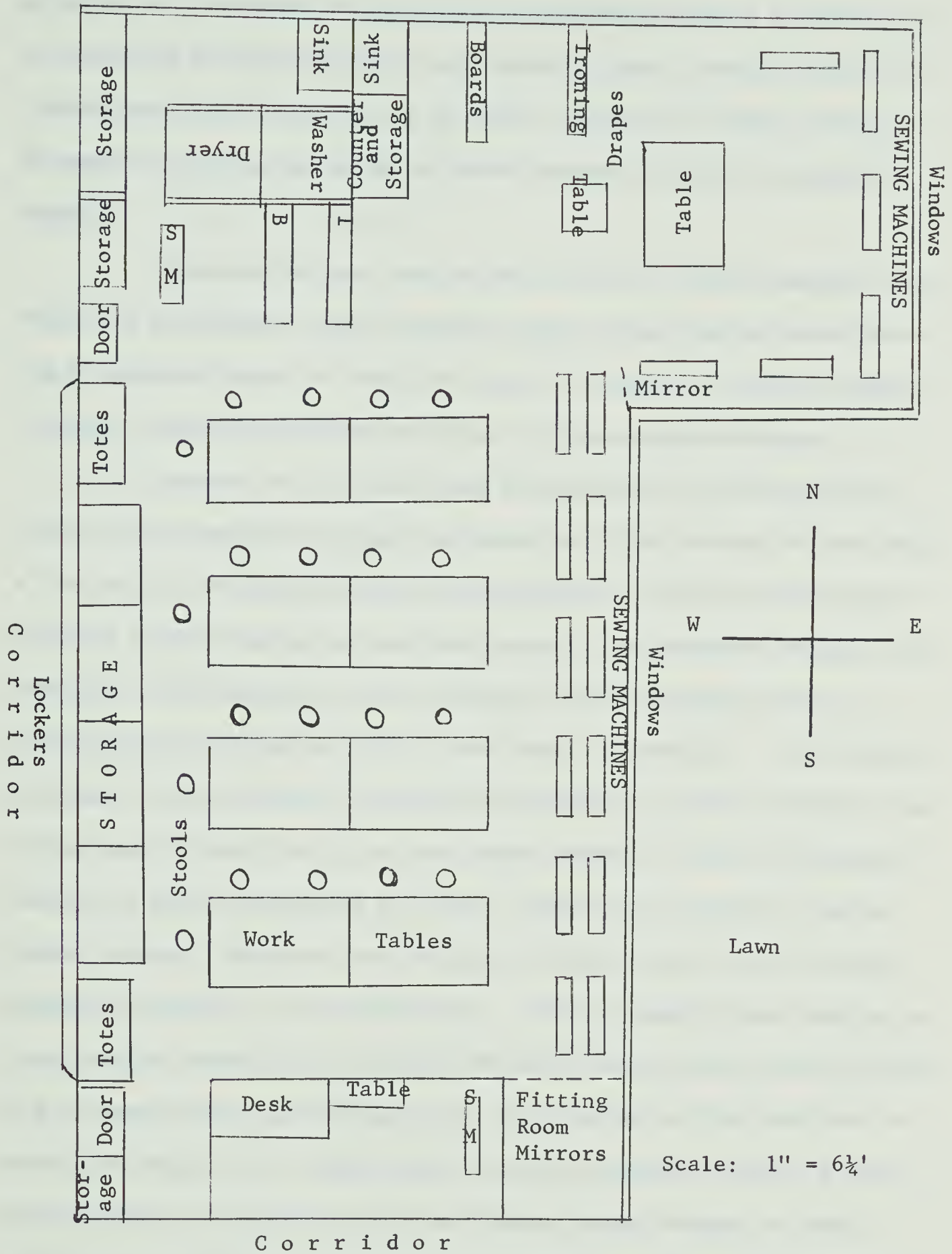


Figure 13. Room 411 in L.T.C.H.S. - the Fabrics laboratory

of Education standards to teach in the fabrics and dress special area, or second as a student-member, registered to take a Fabrics course at a specified time during one of the three semesters. Fabrics 20 and 30 members with the exception of adult students cleared prerequisite demands.

Incessant talkers were asked to leave. Student-members were requested to consider others and kept their voices low to avoid becoming a nuisance factor to those who wanted to work in a quiet climate. Visiting, especially during overtime, was encouraged elsewhere.

Students of the school and friends came in occasionally to visit Fabrics members at break and overtime. This became habitual with a few people, and was politely discouraged when the room became crowded with workers during an overtime period. For business reasons, the principal, vice-principal, the librarians and secretaries came in occasionally but with as little disturbance as possible. A few teachers came in after school to visit the teacher, but other teachers came to the door intermittently or sent their students to ask for favours, usually to borrow something or to get a donation of thread, pins or fabric scraps. Janitors came to clean the room when no one from the Fabrics system was in the laboratory. Student-members were treated as young adults especially in Fabrics 20 and 30 and for this reason rarely did a parent enter the Fabrics room. They called at the main door or waited in their cars. Parents may have been anxious to see a project, but in most cases waited until the student-member brought it home. The Department of Education supervisor made a pre-arranged visit once every three years. Modelling club members were admitted when their

meetings and practices were scheduled. If they remained too long, they were asked to leave. The principal discouraged the use of the Fabrics room for adult evening classes. Only on graduation night was the school open to the public, and parents and friends of Grade XII students visited the Fabrics room.

Books, coats, sweaters, and boots belonging to student-members were kept in their home room lockers. A few lockers, near the Fabrics room, had been left open to accommodate students from the Vocational School. Lunches and drinks were not allowed in the Fabrics room. At the end of the semester any unclaimed student possessions, with the exception of notebooks, were cleared out of the room.

Just as street clothes were inappropriate apparel in a physical education class, so were slacks and blue jeans considered unsuitable when worn in a Fabrics class. If the members chose to wear them they fed the piggy bank on dimes and nickels. The "fine" money was spent on dress revues or some luxury item for the room. Patterns and fabric met with course requirements. Unsuitable project material was removed from the Fabrics room. The program of studies was the guide, but clothing construction projects were adjusted to student's ability and seasonal needs. Extra projects, in limited quantities, were permitted if major projects were completed satisfactorily. Students did not remove projects from the room until they were finished, and in all but few exceptions, marked. Bringing projects begun at home was not tolerated. It seemed an unwise procedure to supplement the Fabrics system's equipment with student property. Students were therefore, requested to refrain from bringing their own scissors and bobbins.

The main entrance was a front door which opened into the fourth wing corridor of L.T.C.H.S. It was usually closed, and most people knocked, waited, then opened the door and peeked in apologetically. The back door was always locked, but the student-members opened it from inside and left it ajar during break. The laundry room door with hook inside had a small window in it. Foods students observed Fabrics activity from this vantage point from time to time. The windows were opened or closed to adjust to weather conditions and were carefully locked at night. Blinds and drapes admitted or closed off sunlight. There were two fitting rooms with drapes. When these were drawn, the "no admittance" sign was understood by members. Each cupboard had a specific purpose--for teacher's use, or for students' various needs. A marking cupboard, a special place for garments ready for evaluation, had a lock and petty cash was kept there for making change. Student-members had their own tote-boxes, and advanced students supplemented this storage space with large cardboard coat boxes that they kept well out of reach high above a set of cupboards.

The teacher's desk elevated on a low platform at the front of the room, was intended, of course, for the teacher's use. By permission, students borrowed equipment kept there. Groups of students were assigned to sets of two tables for a period of one week and then rotated to change position in relation to teacher's place.

Twenty sewing machines of one brand name were in use. Purchase of more than one kind had been discouraged. Unless class was larger than twenty, each student-member claimed a machine for herself to be shared reluctantly during overtime with a student-member who

used it in another class period. A filing drawer contained a certain classification of supplies including several types of construction records. The Jiffy steam-presser was reserved for use by the teacher and advanced students.

Bells rang at intervals during the day to show division of clock time. During class time the boundary was manifest to those within the system as well as those without. Outsiders came to deliver articles perhaps and student-members left rarely to take messages or to seek information of interest to the Fabrics system. Actually there was very little movement across the border unless necessary, either way.

Boundary maintenance as a master process in the Fabrics system, was a vital aid in preserving its identity and stability as a complete social system.

III. SYSTEMIC LINKAGE¹

If the Fabrics system had a tendency to be more Gemeinschaft-like than Gesellschaft, then the boundary maintenance process would be stronger than systemic linkage. Boundary maintenance which was a process of limited interaction with external forces was diametrically opposite to systemic linkage which was an organized arrangement for social systems to be interdependent at times through the convergence of common goals or ends as well as other elements of a social system.

¹Loomis, Social Systems, p. 32, p. 286

For goods and services the Fabrics system made outside contacts. From fabrics departments the student-members got their patterns, fabrics and notions. The Fabrics system, through the school board, bought drapes for the laboratory. Florists supplied flowers for the dress revue on Awards Night. The janitor service in the school cleaned the room, brought supplies, stored rugs, prepared the room for achievement days, repaired cupboards, and locked the doors and windows at night. The jewellers prepared trophies and cups for prizes. Pattern companies mailed in fashion catalogues. Photographers took group pictures of the Fabrics 30 student-members and escorts. A sewing machine company serviced the machines.

Living links as a liaison committee represented the social systems in the interchange process. By tradition the Fabrics system was legally a part of L.T.C.H.S. It was thus fitting that the Fabrics teacher co-operated with the administrators about registration, school opening and closing procedure, attendance, absences, drop out, discipline and care of facilities, achievement tests, the Monday bulletin of inter-school news, report cards and credits, graduation and Awards Night. The school library was linked to the Fabrics system, through the librarian who periodically brought in new books and magazines. The English department of the school was linked, too, as one of its teachers listened to the commentator of Awards Night dress revue during a practice. The institutionalized liaison status role¹ was further exemplified by the home room representative to the Students'

¹Loomis, Social Systems, p. 33

Council who brought in the Monday bulletin, reported on Wednesday morning from a Students' Council meeting. A student-member linked the Fabrics system to her home during the semester she attended the class.

There were two special occasions¹ when the goals of L.T.C.H.S. and the Fabrics system converged. For graduation, the Fabrics teacher tied about three hundred ~~fifty~~ booklets, and, accepted an invitation to attend the functions of graduation. The Fabrics room was available to Fabrics 30 student-members as a place in which to make their graduation gowns and make a study of appropriate accessories. Another occasion came on Awards Night when three functions of the school took place--a dress revue, presentation of awards to students and a dance.

The Fabrics system linked with other social systems in directed change.² Consumer-retailer--a distributing firm sold a Jiffy steam presser to the Fabrics system. Donor-receiver--business donated trophies and cups for Fabrics 30 proficiency and best model awards. Demonstrator-listeners--a fashion representative from a pattern company showed and talked about a wardrobe of new season clothes. Employer-employee--a business hired student-members because of their training in fabrics and dress. Judges-contestants--two homemakers who were also models, judged for two best models on Awards Night. Model-escort--selected boys accompanied the Fabrics 30 student-members when they modelled their graduation gowns. Nurse-patients--the Health

¹Loomis, Social Systems, p. 33

²Ibid., p. 33

Unit nurse came to check home room students' health cards.

Performers-audience--the general public on Awards Night watched the dress revue and at the end of semester achievement, other classes of students came to the Fabrics room as visitors. They were a Junior high school class, a Foods and Nutrition or a Physical Education girls' class. Renter-owner--Fabrics system rented black drapes from Waska Sues for dress revue. Superordinate-subordinate--the goals of the school were applied to the Fabrics system.

Agents of change¹ became linked as they converged on the target to be changed. The administrators and the teacher planned to use more visual-aid equipment, to improve the appearance of the room, and to ease the teacher-load. The Supervisor of Home Economics, the administrators and the Fabrics teacher exchanged views about expansion of the Fabrics system.

Although proximity of the Fabrics system to the administrative office facilitated systemic linkage with the school, there were problems that retarded systemic linkage otherwise, especially at dress revue time. No telephone was permitted in the home economics department; the school was located at a far corner of the city; and school hours and overtime coincided with business hours.

Most systemic linkage occurred between the Fabrics system and L.T.C.H.S. and then, other than routine business, most of that came with graduation and Awards Night. It was also at this time, with the exception of shopping excursions, that most goal-oriented communication beyond the school took place.

¹Loomis, Social Systems, p. 34

IV. INSTITUTIONALIZATION¹

That the Fabrics system had become institutionalized in L.T.C.H.S. was shown by the development of the high school and the Fabrics classes within it.

Growth of Home Economics in Red Deer

The formal teaching of Home Economics in the Red Deer schools had a relatively short history. Hand sewing, however, had been taught to girls in Red Deer since the erection of St. Joseph's Convent on the north hill in the early 1900's.²

In 1937, the Red Deer Public School District #104 opened its first home economics room for Grades VII, VIII, and IX classes on the third floor of the original Elementary Central school.³ Equipment consisted of tables, one treadle machine, a coal-oil stove, utensils and dishes. Most of the sewing was "hand-work". The teacher, Mrs. Dollie Holt, was an English lady who had learned sewing and cooking. To improve these qualifications she took a summer school course in British Columbia. She taught till 1940 when Miss B. Williams was engaged to teach home economics full-time on Monday, Tuesday and

¹Loomis, Social Systems, pp. 36, 37

²From the recollection of the writer, who was a Grade XII student at St. Joseph's Convent.

³From a manuscript written especially for the writer by Mrs. Loring Pollock, former home economics teacher in Red Deer, supplemented by information from Mr. W. Dawe, Principal, L.T.C.H.S. and from the writer's own participation in the school system after 1960.

Wednesday to Grades VII, VIII, IX, X and XI. Thursday and Friday she went to Innisfail to teach the same thing. In 1941 a new Junior High school was erected with a home economics laboratory for all the high school grades. Miss Bernice Bell arrived to teach and later to become Mrs. L. Pollock and a homemaker in the city. She had a Senior Certificate in Home Economics plus summer sessions at University of California at Los Angeles and at a University of British Columbia at Victoria. She taught junior and senior girls three days a week in Red Deer and two in Innisfail. Junior High School home economics was for all girls and it was called homemaking. This included sewing, cooking, tablesetting, serving, hostessing, cleaning, laundry technique and some study in home nursing, nutrition and diet. The room was divided in stations, three of which were for sewing. A group of girls remained at one station for a period of three weeks. Senior high school girls could elect two years of home economics in the areas of cooking, sewing and crafts; these classes were much smaller than the juniors. From 1944-1947, Miss Bernice Bell taught home economics full-time in the Junior High School laboratory.

An important turn of events in school history took place in 1947 when the Red Deer School Division No. 35 (rural) now Red Deer County, opened a composite high school in the abandoned A.20 Army Camp buildings. The Red Deer Public School District closed its high school to support this new concept known as the trimester system. Dormitories in the army huts were provided for boys and girls who came from many parts of Alberta. Home Economics courses taught included Foods and Nutrition 10 and 20 under the direction of Miss Margaret Heywood and Fabrics and Dress 10 and 20 were taught by Miss Bernice Bell. Junior

High School students (Grades VII, VIII and IX) came to the home economics laboratory from Central School. In 1948, a second laboratory was added, to become a Fabrics and Dress centre. An evening course was taught that winter to ladies who accompanied their husbands who were taking C.V.T. courses (Canadian Veteran Training). From 1949-1952 Miss Vera Saunders taught the Junior High School classes.

Through 1949 Miss Margaret Heywood taught Foods and Nutrition 10-20-30 and Arts and Crafts. During the years 1949-50-51 Miss Bernice Bell taught Fabrics and Dress 10-20-30. In 1950 Miss E. Heuss taught Foods and Nutrition 10-20-30 and Arts and Crafts. In 1950-51 Mrs. Lois Churchill taught Fabrics and Dress 10-20-30 and Arts and Crafts. In 1952-54 Mrs. Bernice Pollock (nee Bell) instructed students in Fabrics and Dress 10-20-30.

In the days of the dormitory rural girls had the opportunity to get home economics for the first time. Girls of academic and non-academic ability participated eagerly in the three-year program. Eatons store carried "piece" goods and pattern books, and "shopping-get-acquainted-with-the-materials" trips were conducted by Miss Bell. The girls often purchased fabric, thread and trimmings on a group trip. Other shops e.g. Jeanne's Silk shop and Singer Sewing Company were also helpful.

Visitors, educators, the press, and school boards came to see Dr. Thurber and the unique high school system he designed as it operated in the abandoned army camp. A public visitors' day was held early in June when all rooms and departments were open for inspection. People, many of them the parents of the students enrolled, came from

all over the province. The Fabrics Department put on a fashion show in the auditorium, a former Y.M.C.A. building. The Truant Trophy was offered to the top girl in Fabrics and Dress 30. The laboratories were open as well and a cross-section of all work done was displayed, including textile displays, note books and hand work. The Foods laboratory was ready with displays, notebooks and of course, a tea party for all visitors. The girls made sandwiches, cakes, and cookies, did the serving and the cleaning-up. In a few years, this event was staged in the Memorial Center as Awards Night, with the fashion show at the beginning.

These times at the army camp were not without problems. The huts were far apart and poorly equipped, contact with central office was poor, there were no sidewalks and no communication. The buildings were old and they were cold in winter and warm in summer. The classes, especially, Fabrics 10 were oversubscribed, but the girls seemed to gain from these experiences.¹

In 1954 near the same part of town a new building complex was opened called the Lindsay Thurber Composite High School and still owned by the rural school division. Two home economics rooms were included--one for Foods and Nutrition and another for Fabrics and Dress. Mrs. Wilma Miller taught Fabrics and Dress 10-20-30 and Miss Megan Jones taught the foods courses and Arts and Crafts. Miss Lila

¹The informant, Mrs. Pollock, reported that several of these students of early days of Fabrics are married and raising families in Red Deer. They seem to be capable and confident in dressmaking for others as well as their families.

Engberg taught the foods courses and Arts and Crafts. In 1957 Mrs. Margaret Glabais came to teach these courses; in 1968 she was still with the system. Arts and Crafts courses have been deleted and replaced with Foods and Nutrition 30 and Home Living 21. Mrs. Barbara Goedicke joined the staff in 1960 to teach the Fabrics courses and for two years taught half of the Home Living course, which was an experiment in team teaching. For economic reasons the L.T.C.H.S. was sold to the Red Deer Public School District #104 in 1961. The school population has been increasing steadily since then bringing in new problems to the school board.

Home Economics accommodation grew faster in the junior high schools than in the senior high schools. Home Economics teachers in the Junior high schools have increased in number from one in 1949 to four in September 1968, with only a limited number of grade nines being taken into the laboratory. The senior high school home economics staff has not increased its numbers since the opening of the composite high school in 1947. The school's teaching staff of thirty however, began to increase in the 1960's and by 1968 had reached a staff of sixty full-time teachers, counsellors and administrators.

The development of Fabrics and Dress courses in the Red Deer Separate School system had come about more slowly than in the public school systems.¹ From 1956-60, Needlework 10 was taught by Sister Ruth at St. Joseph's Convent. In 1961, the high school now

¹From a manuscript especially written for the writer by Sister Ruth, St. Joseph's Convent, Red Deer, Alberta.

called St. Thomas was housed in the barracks (a part of what was left of the army camp). Needlework 10 was still the only home economics course taught. In 1962, the high school was moved to a new building in the Morrisroe subdivision, and became known as St. Thomas Aquinas High School. Here Sister Ruth taught Fabrics 10 to about 14 students. Equipment consisted of three sewing machines, three irons and one ironing board. In 1963, Mrs. Kay Iseke and then Mrs. Lois Churchill taught Fabrics 10 and 20, but still with no regular home economics unit. In 1964, the separate school board added a wing to the school and included a home economics general room, organized under the direction of Mrs. Lois Churchill. In 1965, she was replaced by Mrs. Donna Draves who resigned in June 1968.

In 1968 St. Thomas Aquinas became the junior high school and a new high school called the Camille J. Lerouge Collegiate was erected near L.T.C.H.S. This school had a home economics room in the original plan but it has since been deleted.

In this chapter, we have traced the history of home economics in Red Deer. Although the focus of the study was the one Fabrics and Dress classroom in L.T.C.H.S., this particular Fabrics and Dress social system must be seen continuously against the background information presented in this chapter. The development as a social system was closely related to the development of home economics in Red Deer. It continued to be linked with the other social systems connected with home economics in the high school in which it was situated as well as with home economics social systems in other schools.

Institutionalization within the Fabrics system

Observations made indicated that the Fabrics System with its conformity to procedures and attempts to eliminate deviancy had become institutionalized. The formation of a sequence of courses showed structure in the L.T.C.H.S. semester system. Social action took place dynamically through communication of sentiment. What happened each semester almost to the day could be reasonably forecast.

The student-members increased their knowledge day by day in predictable fashion. They tried to achieve their goals in clothing construction as well as adding five credits toward a specified total for graduation from L.T.C.H.S. There was ranking of members as the teacher assumed the leading role to control the efficiency of student-members, and to help them set standards satisfying to themselves and to the Fabrics system.

The Fabrics system was inclined to be traditionally oriented and change came into it slowly. There were stresses concerning freedom of judgment by people who did not know the inner workings of the system, vocational opportunities for students, low enrolment in the advanced courses especially Fabrics 30, and failure to be recognized in the inter-systemic linkage pattern of home economics in Alberta. By the work of pressure groups, these conditions could be changed and the innovations could become institutionalized in years to come.

V. SOCIALIZATION¹

Our social and cultural heritage was transmitted in the Fabrics system to the student-members and to a lesser degree to the teacher. Three phases of socialization included preparation for the world of work, initiation into the senior high school system and membership in the Fabrics system.

The teacher came into the Fabrics system presumably, with more knowledge than the students had about what society expected them to internalize. She had much to learn however, as she experienced a new consumer contact with business and the general public. Assuming this role with student-members, she encountered the retail market in more instances than simply with the yard goods departments.

Her socialization into the L.T.C.H.S. pattern came from the Supervisor of Home Economics, other teachers of home economics, the principal and secretaries of the school, advanced student-members and the teacher being replaced. The latter perhaps was the best informed person who advised the new teacher about interaction with the school board, the administration and other home economics teachers. She shared her knowledge about fund raising to be used for items not in the school board budget, about appropriate dress for members in the Fabrics laboratory, and about interpreting the course of studies.

The Fabrics department became a means for student-members coming into L.T.C.H.S. and while dependence upon family was declining, to continue growing up, mate-seeking, and bidding for group acceptance,

¹Loomis, Social Systems, p. 34

as well as to attempt continued development of an outer-directed, achievement-oriented personality desirable in our society. Each new student-member learned the skills, beliefs, ends and norms of the Fabrics system. She internalized her status-role, those of other Fabrics members and classes as well as the part played by the teacher. Because of the closely knit structure of the Fabrics system, she usually experienced a sense of belonging with peer groups and shared occasions of competition and co-operation. Changes occurred in behavior affecting reinforcements or unlearning about punctuality, time planning, exactness, precision and standards acceptable in the Fabrics system.

In the early stages a simple introductory project aided the student-members to become acquainted with the rules of the laboratory, the use of facilities, and what the teacher expected of them. Besides the basic techniques of clothing construction, they learned to produce a core wardrobe on a limited budget, to purchase ready-to-wear garments and to care for their clothes. As the courses advanced, student-members studied the use of colour, line, and texture, creative illusions to improve appearance, proportion, scale, emphasis and contrast to attain harmony. They learned what is proper convention for street, travel, afternoon, formal and informal evening, leisure and active sportswear. As models, they learned to make the most of face and hair, to strive for good posture and physical condition, to walk smoothly with grace and rhythm, to sit and stand gracefully, to dress

to suit face and figure, to speak in an unaffected voice and to develop the mind.¹

Although socialization of the young student-members continued regardless of the school, the Fabrics system in L.T.C.H.S. provided a directed framework of socialization satisfying to the student-members as they achieved it.

VI. SOCIAL CONTROL²

Social control was closely related to the elements of norms, power and sanction. It was a process to alleviate deviancy or at least change it to a form more acceptable to the general functioning of the Fabrics system. In exceptional cases, deviancy in the status-role of a student-member was permitted, at least for a time.

Many mechanisms were used in the greater school system to restore a potential "drop out" or failing student to normalcy. In the Fabrics system significant others came to the rescue. The parent and student discussed the problem, and occasionally included the teacher. The teacher in Gemeinschaft-like fashion, having observed the student-member's lack of activity, exchanged views with the student-member to discuss her attempt to return to the normalcy of her status-role.

In another instance, the teacher felt confident to extend her influence and urged a change from deviancy of a student-member's

¹Morton G. Margaret, The Art of Costume and Personal Appearance, p. 19.

²Loomis, Social Systems, pp. 35, 36

status-role by manipulation of rewards. A particular example was a Grade XI girl in a Fabrics 10 class, third semester 1967-68. She could not finish her project in time for Awards Night at her present rate of speed, and was the only one in the class not prepared for the show, "Colour Us Young." When, suddenly she saw the possibility of a pleasant ending she re-arranged her time and became the steadiest worker in the class. The teacher gave her permission to do the finishing touches at home, and by curtain time she was ready, make-up and all. The members of the Fabrics system were happy, too.

In another example, the other student-members and teacher upheld the status of one student-member who was becoming deviant in relation to the achievement program ahead in the near future. At that time in June 1966, she had a "frozen" reputation for being slow to finish projects, but the teacher waited to see if she would meet the deadline, just once. When everyone realized she would be unable to model her coat, several girls who could spare the time and the teacher converged to work on it. It was temporarily stitched together and hemmed. Buttons were sewn on and it was professionally pressed. She modelled it with her natural poise, but without the lining. No one, but those who knew, were any the wiser. Later she took the temporary stitching out, and finished it properly to earn her credits for the course.

At another time a Fabrics 20 girl sent a double knit suit that she had made to the cleaners for pressing. Alas it came back wider and longer. The dry cleaner tried again, but the suit was still too big. Here was a student who had spent ten dollars per

yard for fabric and had a well-made project that she could not wear. The mother came to the rescue. She put the suit through a wash cycle and then the dryer. The suit was back to normalcy and so were the student-member and the teacher.

On another occasion in May, 1965 a Fabrics 30 member accidentally got black streaks on the neck area of her white Skinners' satin graduation dress. Here was a graduand without a dress to wear. Attempts were made with scraps of fabric to test ways to clean it in the Fabrics room and at the dry cleaners. There was nothing to lose --the mother tried upholstery shampoo and the stains disappeared like magic. The student-member was able to take her place in the graduation parade and in the achievement show of the Fabrics classes.

If a student-member knew that significant others wanted to help her, she seemed to gain confidence in herself till the deviancy was replaced by a normal status-role in the Fabrics system.

CHAPTER VI

CONCLUSION

The conclusion was divided into two parts. The first part summarized the findings of the study which resulted from analyzing the Fabrics and Dress classes from the social systems perspective. The second part dealt with the implications of the study.

I. SUMMARY

The study described the Fabrics system as a Gemeinschaft-like social system with special attention to the relationship with the Gesellschaft-like high school. Charles P. Loomis' Processually Articulated Structural Model (PAS Model) was employed as the frame of reference. The teacher acted as a participant observer from the third semester, 1966 to the third semester, 1968 inclusive. Using the PAS Model the participant observer studied conditions of action, the social elements and the social processes which articulated the elements of the Fabrics classes.

The superimposing of authority from the larger school determined the basic conditions of action as they applied to the Fabrics system. The conditions which qualified the level and amount of interaction were space, time and size. First, the space provided by the school placed limitations on enrolment. Second, the sizes of the classes were determined by the goals of the greater school concerning the relationship between academic and option courses. The same thing was true of the third basic condition of action, time,

which was a significantly limiting factor on the whole school scene. Most girls who discontinued Fabrics and Dress did so because of lack of time. The basic conditions of action, at the time of the observation were therefore, a major restriction in the growth of the Fabrics system.

Next considered were the nine social elements of the PAS Model. Of these, goals, beliefs and sentiments were shown to be closely interrelated and to be most important in establishing the organization of this social system. There were certain ways that the goals of members of the Fabrics system and the administrators of the school were incompatible. The school gave priority to university preparation, whereas Fabrics and Dress offered a preparation for life. The school had impersonalized formal goals of external nature while the Fabrics system had personal and informal beliefs and sentiments to influence its internal functioning. For example, the student-members came to learn to sew and enjoy it and the teacher attempted to expand this interest to other aspects (social, psychological and economic) of clothing. The administrators' goal of the school was to maintain the Fabrics system among other options to complete the composite nature of the school.

The facilities, physical and non-physical were clearly indispensable to the goals of persons involved in the Fabrics system. Generally in the area of equipment, facilities were adequate and modern for classes as they were at the time of the investigation. Overcrowding however, limited freedom of movement of student-members. Any further changes in facilities would be made at the discretion of the administrative forces.

Norms or "rules of the game" existed hierarchically and in profusion up and down the power line between the administrators of the school and the teacher in the Fabrics system. The status (element)-role (process) was detected as each member acquired a place or position and from there performed in a predictable manner. The ranking element was evident in the Fabrics system both formally and informally. Each member and the Fabrics system itself were subject to a standing according to the sentiments and norms of the judging members. The element of sanction as a positive and negative reward came through formally in such things as report cards, and informally as a member applied sanctions to self or another member sentimentally in Gemeinschaft-like manner. The element power showed up forcefully in the status-role of the teacher. Thus the amount of learning and the behavior patterns within the system were shown to be influenced by the status, power and ranking elements.

The master processes in the analysis were manifest in establishing and maintaining interaction. The process, communication linked the social elements to one another. The channel of communication of sentiment characterized the internal action of a Gemeinschaft-like social system. The institutionalization process became evident when the growth of the school was examined. The socialization process was observed to function in the Fabrics system as the student-members internalized the Fabrics system's contribution to their growing up. Social control closely related to norms, power, and sanction existed in the Fabrics system as a means to return deviancy to normalcy, an interaction often applied to student-members who had difficulty in the on-going action of the Fabrics system.

The boundary maintenance process of the Fabrics system gave it a Gemeinschaft-like quality of isolation from other systems. The problem of the Gemeinschaft-like atmosphere of the Fabrics system in the Gesellschaft-like greater school provided some source of strain. The Fabrics system, a friendly group within an impersonal school system, was affected by boundary maintenance working in two ways--the larger school "bound" the Fabrics system "in" and "out" and the Fabrics system "bound" itself "in" and "out". The school "bound" the Fabrics system "in" by establishing conditions of action and norms, and "out" by limiting growth and involvement in decision-making. The Fabrics system "bound" itself "in" by co-operating with the school and accepting orders, and "out" by the Gemeinschaft-like definition of situation which rebuffed brighter students and perpetuated "showin' our sewin'" orientation.

Systemic linkage defined as an inter-dependent activity with other social systems worked in contradiction to boundary maintenance in the Fabrics system. The linkage proved to be primarily unidirectional with controls entering the Fabrics system from the school system, but products were consumed internally except on Awards night.

The study clearly demonstrated that the systems approach could provide meaningful information about the Fabrics and Dress classes.

II. IMPLICATIONS OF THE STUDY

The implications of the social systems approach applied to a high school subject were two-fold. First, there were implications

from the theoretical viewpoint which involved sociological principles of group interaction and second there were implications from a more practical sense in which sociological knowledge was put to use with a view of improving instruction in the Fabrics and Dress courses.

From a theoretical standpoint the study made a contribution to educational sociology. The goals, aims or objectives of a high school course constitute one part of the social elements that may be considered. An overview of the complete whole (basic conditions of action, all the elements including status-role, power and ranking plus the master processes) of a school class social system should be made. Unless the complete social system is viewed, the person judging is at a disadvantage to measure the effectiveness of the learning processes of a group of students in a given high school subject.

It is recommended that high school home economics educators utilize the social systems approach as a frame of reference for presenting ideas about how young adolescents learn in the interaction situation present in high school classrooms. For example, educators should determine whether the interaction in focus is Gemeinschaft-like or Gesellschaft-like and whether there are internal or external forces or both which affect the learnings of a specific group of students enrolled in a high school subject.

When evaluating the effectiveness of learning in other subject areas it is recommended that persons judging use the social systems approach to give them the perspective to view the whole scene objectively, rather than concentrating on only one of the social elements. Intimate knowledge of what takes place in a classroom situation

would be an asset in improving instruction in any classroom of students.

Implications which present themselves in a practical sense as they affect the Fabrics system specifically involve a look at all the social aspects of these classes. Incongruency of goals arises as the goals of different groups come into conflict. The student-members, the teacher and the administrators defined the Fabrics system in different terms. The goals of the school system need to be redefined, broadened or changed, and the goals of the students changed, if the teacher's goals (to serve more students in the Fabrics classes) are to be reached. A study should be made to find ways and means of achieving congruency among goals of the different groups which influence the operation of the Fabrics system as an option in an academically oriented high school. Additionally, the larger emphasis of high schools on matriculation had a harmful effect on the status of Fabrics and Dress as a non-academic subject. Probably any high school operating on this basis would experience the problems of small enrolment in option courses such as Fabrics and Dress.

If the Fabrics system continues to be a Gemeinschaft-like option, it will in effect always constitute a small minority of the girls of the school who are there because they share the same goals, beliefs and sentiments about Fabrics and Dress courses. If the courses remain organized as they are (option and Gemeinschaft-like) in a predominantly academic school which is Gesellschaft-like the size and nature of the classes is not apt to change. If however, these courses become organized on a Gesellschaft-like basis with goals

compatible with those of the greater school, then these courses could attract more girls. The larger number of girls could possibly be taught in a team-teaching non-laboratory procedure. If Fabrics and Dress, and in fact, the whole area of home economics in the high school were raised to "academic" status, it would almost surely be recognized by universities especially in the field of household economics. At the time the study was written, the goals of university household economics were not congruent with the goals of home economics at the high school level. The School of Household Economics, of University of Alberta, did not accept high school home economics courses as entrance requirements. The findings in the study here reported suggest to the writer that a Fabrics and Dress course of "academic" calibre be developed to compete with academic courses in the high school. This could be accomplished by a committee consisting of interested people from the university and the high school who would rewrite courses acceptable for entrance to university household economics. This would have to be accompanied with an up-grading of home economics in the junior high schools which feed the high schools. However, until a Bachelor of Education degree with a major in Household Economics or its equivalent is required for teaching high school courses in home economics, one can hardly expect to come to the desired level.

As the study revealed, the Fabrics and Dress courses were power-centred in the status-role of the teacher. Therefore, the teacher occupied a key position in fostering improvement of instruction in the Fabrics and Dress courses. It therefore, becomes her duty

to make recommendations up the power line to the proper authorities. For this task, she needs time to study and experiment with the possibility of creating a change in the relationship with the greater school by expanding systemic linkage and reducing boundary maintenance. Excluded from her list of activities should be jobs which can be done as capably by non-professionals. Thus she should be free to advance her goals, beliefs and sentiments, which would probably result in improved instruction in Fabrics and Dress, and in fact, in all courses of home economics at the junior and senior high school level in Alberta.

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APPENDIX A

BULLETIN

Monday, May 30, 1966

The Fabrics and Dress Department extends a cordial invitation to the teachers and students of the school to attend "Seams in Fashion" on Wednesday, June 1 at 7:45 p.m. Awards announced at this event are:

1. Proficiency awards for Fabrics and Dress 30

a. The Traunt Trophy

b. The Singer Award

2. Two modelling awards presented by

a. Elna Sewing Centre

b. Shores Credit Jewellers

Tickets on a raffle are being sold to defray the expenses of the fashion show. The winner will receive a \$15.00 gift certificate at Stewart's Ladies Wear or Bud Bourk's Men's Shop.

Awards Night will follow the fashion show and presentations will be made to members of the various clubs and the scholars of our school. Parents and friends are welcome.

Now the fun! The Mystiks will provide music for the Awards' Night Dance to be held promptly after the awards are given out. And even broke people can come because it is all free, compliments of the students' council. Student's union cards must be shown at the door. Privilege cards will be on sale on Monday, Tuesday and Wednesday from 12-12:15 P.M. and 12:45-1:45 in the main foyer at a cost of 25¢.

Figure 14 Ranking of Fabrics system: A Fabrics system notice that appeared in office bulletin on Monday, May 30, 1966.

APPENDIX B

EXPENSE ACCOUNTS (AS FACILITY) RELATED TO THE FABRICS SYSTEM JUNE 1966

	Introd- uctory Project	Skirt	Blouse	Dress or sleepwear or lounge		Average cost per pupil
Fabrics 10						
First Semester	1.00	7.75	4.84	4.68		18.27
Second Semester	1.00	7.75	4.84	4.68		18.27
Third Semester	1.07	7.08	4.10	6.06		18.31
3 Semesters	1.02	7.53	4.59	5.14		18.28
Fabrics 20	Simple suit	Lined wool Dress	Silk project			Average cost per pupil
First & Second Semester	18.73	13.30	7.80			39.83
Third Semester	20.65	11.75	7.10			39.50
3 Semesters	19.37	12.78	7.56			39.72
Fabrics 30	Tailored suit	Tailored coat	Grad dress	Accessory Blouse or Hat or Dress Scarf		Average cost per pupil
Second & Third Semesters	25.01	39.84	16.62	7.21	.91	61.47

EXPENSE ACCOUNT FOR FABRICS AND DRESS 10, 20, AND 30 - LINDSAY
 THURBER COMPOSITE HIGH SCHOOL, RED DEER, ALBERTA,
 TEACHER: B. GOEDICKE

School Expense (Average for 1965-66)

September 10, 1965

Distilled water	1.20	Supplies	76.95
Scissors sharpened	2.50	$\frac{1}{2}$ cost of rugs	28.50
Irons repaired	14.00	2 sewing machines	381.00
Tapes, tr. wheels, and scissors	12.39	1 washer) half	
		1 dryer) share	150.00
Total	<u>30.09</u>	Total	<u>636.45</u>

January 29, 1966

Bleach & Tide	2.72	No. of Students	
Sewing M. Needles	12.89	F.D. 10	64
Distilled Water	1.50	F.D. 20	21
S.O.S. & pin-on hooks	.65	F.D. 30	<u>15</u>
Pencils-chalk, etc.	<u>1.38</u>	Total	100
Total	19.14		

March 19, 1966

Repair Irons	2.50	Cost per pupil to	
Scissors	12.06	School Board	\$6.36
Distilled Water	.90		
Scissors sharpened	2.00		
Tissue paper, Scotch tape	<u>1.83</u>		
Total	19.30		

June 15, 1966

Bold & Borateem	2.66
2 rolls stay-tape	1.00
distilled water	1.50
unbleached cotton	2.28
washcloths	<u>.98</u>
Total	8.42

Aggregate Total 76.95

APPENDIX C

NORMS OR "RULES OF THE GAME" FROM THE ADMINISTRATORS; EXCERPTS FROM
TEACHERS GUIDE.

Attendance

Absentee lists for every class are handed to the secretary each Friday afternoon. Printed pads for this purpose are supplied by the office. The secretary transfers the absentee record for each student to a homeroom sheet, which is placed in the homeroom teacher's box at the end of each month and the information supplied enables the teacher to make up the register for one month.

Lateness should not be called absent 1 hour. After a student has been late more than 3 times, he should be sent to the office to explain his lateness. This should be repeated for each subsequent late appearance. N.B. If a teacher has found it necessary to exclude a student from a class, the teacher must inform the Principal immediately of this exclusion.

Marking Furniture: During the 1951 - 52 school year, we introduced a penalty of 50¢ for marking furniture. This practice will be continued. The teachers should collect the money and leave it at the office or send the offender to the principal. Do not allow any exceptions to this rule. A teacher should make period inspections of the desks to check on damage. Damaged desks should be refinished as soon as the damage has been noticed.

Dates of Reports:

First Semester	1st Report --	September 28	September 30
	2nd Report --	October 26	October 28

Second Semester 1st Report -- January 11 January 13
 2nd Report -- February 15 February 17
 Third Semester 1st Report -- April 26 April 28
 2nd Report -- May 24 May 26

For your information the beginning and closing dates of the
 Quarters for 1966-67 are:

First Quarter -----Sept. 1 - Dec. 2
 Second Quarter-----Dec. 5 - March 17
 Third Quarter ----- March 20 - June 30

FORMAL SCHOOL NOTICES TO TEACHER

Name: Mrs. Goedicke

First Semester, 1966 Teacher assignment

Subjects:

9 - 11 Fabrics 10
 11 - 12 Fabrics 20
 1 - 2 _____
 2 - 4 Fabrics 10

NOTICE TO ALL TEACHERS

Complaints have been made that some teachers are dismissing classes
 before the bell. This disturbs classes in session, and also causes
 students in these classes to feel that they too should be able to leave
 early. Classes are not to be dismissed before the bell signal.

September 18, 1967

BULLETIN

1. Teachers are requested to read this bulletin to their classes.

The room representative will bring it to the room.

2. PLEASE TURN IN FORM 313-101 (INSPECTION REPORT) BY 4 O'CLOCK TODAY (FRIDAY).

AGENDA FOR MEETING JUNE 6, 1968

1. Secretarial help

- a) Typing and running off stencils

- b) Form letters

- c) Hours 8:30 to 4:30

1. Work in -- 8:30 to 9:00 a.m.

2. Work given out -- 4:00 to 4:30 p.m.

3. Each teacher may use $\frac{1}{2}$ hour of secretary's time per week.

June, 1968

A rehearsal for all members of the Graduating Class will be held in the Auditorium at five minutes to 9 on Tuesday morning. Teachers of Grade XII classes are requested to inform their students of this rehearsal. Grade XII Classes will resume as soon as the rehearsal is over, which should be at about ten o'clock. Attendance should be taken after the rehearsal.

If graduating students are in X or XI classes, they should be allowed to go to the rehearsal and attendance should be granted provided they attend the class after the rehearsal.

Thank you.

APPENDIX D

PROGRAM OF STUDIES FOR SENIOR HIGH SCHOOLS OF ALBERTA

September, 1964

Fabrics and Dress 10

Value: 5 (4) credits; 5 (4) periods.

Division of Time: Practical, 4 periods; Theory 1 period.

Unit 1 -- Getting Ready to Sew

- A. Use and care of sewing machine.
- B. Selection and care of sewing equipment
- C. Introductory practice project.

Unit 2 -- Good Grooming

Qualities:

- A. Poise.
- B. Good taste.
- C. Body care.
- D. Good appearance.

Unit 3 -- Construction Techniques

Projects: (1) classic slim skirt

(2) simple classic blouse or skirt

(3) summer dress.

Alternate projects: (1) sports wear.

(2) sleep wear.

(3) duster or housecoat.

N.B. Limited to firmly woven cotton blend. Wool for skirt.

Minimum -- three projects. Stress quality rather than quantity.

A. Selection of pattern:

Suitable for: (1) figure.

(2) age.

(3) occasion.

B. Selection of material:

Suitable for: (1) figure.

(2) occasion.

(3) girl.

Consider performance and cost.

C. Pattern -- selection and special features.

D. Personal measurements:

(1) correct size.

(2) correct figure type.

E. Preparation of material:

(1) stress grain perfection.

(2) truing the material by:

(a) tearing.

(b) pulling a thread and cutting.

F. Placing fabric.

(1) layout.

(2) cutting.

(3) marking.

G. Assembly and fitting:

-- stress unit method.

H. Construction processes:

(1) seams and seam finishes

(2) pressing.

- (3) buttonholes.
- (4) plackets and zippers.
- (5) sleeves.
- (6) collars and cuffs.
- (7) finishing techniques, hooks and snaps, buttons, etc.,
carefully executed.

Unit 4 --Fibers and Fabrics

- A. Weaves -- plain, twill, satin, sateen, pile, leno.
 - B. Dyeing -- yarn, piece, printing.
 - C. Finishes -- mechanical, chemical.
- Students should be familiar with common types of cotton fabrics and simple weaves.
- COTTON -- used in dress: sources; characteristics; identification; uses; and care.
- WOOL -- used in skirt; sources; uses; and care.
- SYNTHETICS -- introduce briefly -- arnel; terylene; nylon; orlon.

Unit 5 -- Shopping

Consider:

- A. -- Core (basic) wardrobe.
- B. -- Addition of co-ordinates to the core wardrobe.
- C. -- What to look for when we buy.
- D. -- Information given by a good label.
- E. -- What a consumer should know about a garment.

References

- Erwin, Clothing for Moderns. Brett Macmillan Company.
- Carson, How You Look and Dress. McGraw Hill Company.
- Potter and Corbman, Fiber to Fabric. McGraw Hill Company.
- Wilson, Sew a Fine Seam. Revised, McGraw Hill Company.

FABRICS AND DRESS 20

Division of Time: Practical -- 4 periods; Theory -- 1 period.

Objectives

1. Stress principles of good management.
2. Make pupils aware of the many decisions to be made wisely in buying fabrics and ready-mades.
3. Encourage pupils to appreciate good design which includes function and beauty.

Unit 1 -- Core Wardrobe

- A.-- Definition.
- B.-- Clothing inventory.

Unit 2 -- Projects.

- A.-- A fully lined WOOL basic dress.
- B.-- A slim basic wool skirt (a) drafted.
(b) remodelled.
- C.-- A dress or blouse of silk or a silk-like material.

Unit 3 -- Fibers and Fabrics

- A.-- Fibres (1) basic.
(2) staple.
- B.-- Weaves (1) basic
(2) woven in.
(3) embroidered.
- C.-- Knitting -- felting -- braiding.
- D.-- Finishes.
- E.-- Study -- Wool and hair fibers
source -- countries
Silk uses -- manufacture -- care -- performance

F. -- Types of Man-Made Fibers -- according to generic names:

(1) Cellulosics -- rayon

-- acetate

-- tiracetate.

(2) Long chain polymers -- nylon olefin

-- modacrylic saran

-- acrylic yinyon

-- polyester vinal

-- spandex nytril

(3) Fibers manufactured from nonfibrous material substances --

glass

metallic

rubber (used as a core for elastic thread

azlon

Unit 4 -- Economics of Clothing

A. Study labels and hang-tags

B. Comparison -- ready-mades; hand-mades; custom-mades.

C. Types of buyer.

D. Budget

References

Chambers and Moulton -- Clothing Selection -- Longmans Canada Limited

Potter and Corbman -- Fiber to Fabric -- McGraw Hill Company

Sturm and Grieser -- Guide to Modern Clothing -- McGraw Hill Company

Wingate -- Know Your Merchandise -- McGraw Hill Company.

FABRICS AND DRESS 30

Value: 5 (4) credits; 5 (4) periods.

Prerequisite - Fabrics and Dress 10 and Fabrics and Dress 20.

Division of Time: Practical --

4 periods; Theory -- 1 period.

Objectives

1. An execution of custom dressmaking techniques.
2. Understand general standards of good fit.
3. Become a more capable consumer.
4. Develop a more pleasing personality.

Unit 1 -- Advanced Clothing Construction

Project 1 -- A tailored suit or coat; or a wool skirt and jacket:

- (1) principles of good tailoring.
- (2) delicate stitching.
- (3) correct finishing details.

Project 11 - Special occasion dress -- a graduation dress, a bridesmaid dress, or a formal:

- (1) challenged by a luxury fabric.
- (2) couturier technique.
- (3) fine hand stitching.
- (4) delicate finishing details.

Unit 2 -- Consumer Education

Consider:

- A. Careful planning.
- B. Thoughtful buying.
- C. Proper care of clothes.

- D. Personal influences.
- E. Personal finances.
- F. Inventory and hant-tag file.
- G. Buying points.
- H. Shopping plans.
- I. How to buy ready-mades.

References

- Chambers and Moulton, Clothing Selection. Longmans Canada Limited.
- Sturm and Grieser, Guide to Modern Clothing. McGraw Hill Company.
- Wilson, Sew a Fine Seam. Revised, McGraw Hill Company.
- Wingate, Know Your Merchandise. McGraw Hill Company.

Fabrics and Dress 10,20,30

Fabrics and Dress 10, 20, and 30 are considered generally satisfactory. The teacher must know the background experience of the students in order to adapt the program. She must be constantly on the alert to be aware of current fashion, new fabrics, new color schemes, new and useful commercial sewing aides, new or improved sewing techniques, etc. Students must have opportunity to see and examine good workmanship and so learn to appreciate high quality craftsmanship.

A permanent record of each student's sewing projects is useful.

NAME _____ Grade _____ Class _____ Year _____ Fabrics 10, 20, 30.	
Garment _____ No. _____ Date Started _____ Completed _____	
Trade Name of Fabric _____ Weave _____	
Fiber Content _____ Width _____ Price per yard _____	
How Color Effect Was Achieved _____ Amount purchased _____ (How material was dyed, printed, etc.)	
Place of Purchase _____ Date purchased _____	
Pattern Make _____ Number _____ Size _____	
Total Price of Garment \$ _____	
Cost of ready-made \$ _____	
Comments: _____ _____	
Sketch: _____	

Mount a 2"x 2"
pinked sample here.

They may be kept in a file box, in class sets. The record is completed by the student and filed when the garment is completed. The student itemizes her additional purchases on the back of the form. This system helps in planning the individual student's program and in assessing her program.

The student should complete a construction record sheet for her own note-book.

Theory study is necessary and an important part of the courses. In order to give proper emphasis, it is advisable to plan one period per week for this. The routine becomes familiar and acceptable. This is not a "sewing" course.

Fabrics and Dress 10

If a thorough study of cotton was made in Grade IX, only a brief review is needed with the study of new uses for cotton and cotton blends being stressed.

PROJECTS

First project - Should be simple and attractive so it can be sewn quickly and successfully. Some hand basting is recommended. The Bishop apron is useful but the teacher must know previous experience of students and choose a project of interest to them.

Second project. - A fully lined wool skirt is considered a project of value in teaching techniques as well as an addition to the wardrobe and is recommended. There is a wide range of price in wool and wool-blend fabrics available. Where the cost is important, students should be encouraged to consider the mail-order catalogues. If experience is limited and it seems advisable, a firm rayon or cotton may be selected. Corduroy is popular teen-age fabric. An A-line skirt does not need to be lined but learning the method and reason for use is important.

Vocational Future

Where students cannot elect Fabrics and Dress 20 and 30, it is recommended that one or two lessons be planned to help students see the vocational opportunity available for people with some training in fabrics and clothing, selection and construction. A survey, if possible, in the local community should be made.

Consider possibly department stores, specialty and gift shops, repairs and mending in laundries, hospitals, homes for senior citizens, dressmaker assistants, garment factories, assistants for commercial interior decoration firms to make curtains, draperies, etc., fashion boutiques, alteration departments in department and dress shops, etc.

Fabrics and Dress 20

1. The study of the core wardrobe is vital to planning the full year's program.

Each student should consider her wardrobe, her previous experience and the need for projects which will extend her knowledge and increase her skill.

The teacher should adapt the project suggestions to meet local needs and guide the students through good management practices to plan their program to include a basic dress, a skirt from a remodelled pattern or drafted pattern and a garment of silk or silk-like material.

If the students have had successful experience with wool, they can make the second project from a new type of fabric -- stretch, bonded, knit, etc.

Learning how to underline a dress is valuable experience. This may be done on the wool or the silk or silk-like fabric garment if it seems advisable.

Where students want to make a suit, the skirt will be from the compulsory section and the simple jacket may be chosen from the alternative or elective list in the curriculum guide. This would help them get some foundation training for the tailoring project in Fabrics and Dress 30.

2. Major pattern alteration sections should be studied before starting the sewing.

3. The drafted skirt pattern, is the couturier design which places the side seam back of the seam line used in the regular commercial patterns. (Drafted skirt pattern direction is available)

An alternative or standard draft may be used.

Fabrics and Dress 30

No change is suggested.

Vocational Unit: The students could plan an information sheet to show how a fabrics and dress class graduate could successfully work in stores where fabrics and sewing aides are sold.

If possible, some girls could interview store managers or department heads to find out what professional and personal attributes are considered when selecting sales clerks and what opportunities there are for advancement. The selected students should make their report to the class followed by a discussion and personal consideration of how they would meet the requirements.

APPENDIX E

UNIVERSITY OF ALBERTA, EDMONTON - MATRICULATION REQUIREMENTS 1968-1969

FACULTY OF EDUCATION:

1. English 30
2. 3., 4., & 5: Four additional 5 - credit subjects at the Grade XII level, at least three of which must be subjects in which departmental examinations are written.

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SCHOOL OF HOUSEHOLD ECONOMICS

1. English 30
2. Chemistry 30
3. 4., & 5. Three of:
 - (a) Mathematics 30
 - (b) Social Studies 30
 - (c) Biology 30
 - (d) Physics 30
 - (e) An approved language other than English at the Grade XII level.

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APPENDIX F

SUGGESTED HIGH SCHOOL PROGRAMS WHICH INCLUDED HOME ECONOMICS - 1966-1967

(Many other combinations can be worked out to meet the needs of individual students)

MATRICULATION PROGRAM WITH EMPHASIS ON HOME ECONOMICS

Grade X	Credits	Grade XI	Credits	Grade XII	Credits
English 10	5	Literature 20	5	English 30	5
Social Studies 10	5	Language 20	5	Social Studies 30	5
Physical Education 10	2-5	Social Studies 20	5	Mathematics 30	5
Mathematics 10	5	Mathematics 20	5	Chemistry 30	5
Science 10	5	Science 20 or Biology 20	5	Physics 30 or Biology 30	5
Foreign Language 10	5	Foreign Language 20	5	Foreign Language 30	5
Foods and Nutrition 10	4-5	Foods and Nutrition 20 OR Fabrics & Dress 20	4-5	Foods and Nutrition 30 OR Fabrics & Dress 30	4-5
Fabrics & Dress 10	4-5	Home Economics 21	3-5		
	<hr/> 35-40		<hr/> 37-40		<hr/> 34-35

TOTAL: 106-115 credits

DIPLOMA PROGRAM WITH SPECIALIZATION IN HOME ECONOMICS

GRADE X	Credits	GRADE XI	Credits	GRADE XII	Credits
English 10	5	Second English Course	5	English 33	5
Social Studies 10	5	Social Studies 20	5	Social Studies 30 (diploma)	5
Physical Education 10	2-5	Mathematics 20 or 21, OR Biology 20 OR Science 20	5	Biology 30 or 32 OR Chemistry 30	5
Mathematics 10 or 11	5	Fine Arts Course*	3-5	Fabrics & Dress 30	4-5
Science 10 or 11	5	Foods and Nutri- tion 20	4-5	Foods and Nutri- tion 30	4-5
Fabrics & Dress 10	4-5	Fabrics & Dress 20	4-5	Clothing Selection and Design 30	4-5
Foods and Nutri- tion 10	4-5	Homes & Home Furnishings 20	4-5	Child Care & Home Nursing 10	4-5
Home Economics Crafts 10	4-5	Clothing Selection and Design 20	4-5	Business or Fine Arts Course*	3-5
	<u>34-40</u>		<u>34-40</u>		<u>34-40</u>

TOTAL: 102-120 credits

DIPLOMA PROGRAM WITH SOME EMPHASIS ON HOME ECONOMICS

GRADE X	Credits	GRADE XI	Credits	GRADE XII	Credits
English 10	5	Second English Course	5	English 33	5
Social Studies 10	5	Social Studies 20	5	Social Studies 30 (Diploma)	5
Physical Education 10	2-5	Mathematics 20 or 21	5	Chemistry 30 OR Biology 30	5
Mathematics 10 or 11	5	Science 20 OR Biology 20	5	Foods and Nutri- tion 30	4-5
Science 10 or 11	5	Foods and Nutri- tion 20	5	Fabrics and Dress 30	4-5
Fine Arts Course*	3-5	Fabrics and Dress 20	5	Clothing Selection and Design 20	4-5
Foods and Nutri- tion 10	4-5	Home Economics Crafts 10	4-5	Homes and Home Fur- nishings 20	4-5
Fabrics and Dress 10	<u>4-5</u>		<u>34-35</u>	Business and Fine Arts Course*	<u>3-5</u>
	33-40				34-40

TOTAL: 101-115 credits

DIPLOMA PROGRAM WITH EMPHASIS ON HOME ECONOMICS AND COMMERCIAL

GRADE X	Credits	GRADE XI	Credits	GRADE XII	Credit
English 10	5	Second English Course	5	English 33	5
Social Studies 10	5	Social Studies 20	5	Social Studies 30 (Diploma)	5
Physical Education 10	2-5	Fabrics and Dress 20	4-5	Biology 32	5
Foods and Nutri- tion 10	4-5	Foods and Nutri- tion 20	4-5	Fabs. & Dress 30 OR Foods & Nutr. 30	4-5
Fabrics and Dress 10	4-5	Typewriting 20	5	Home Economics 21 OR Clothing Selection and Design 20	3-5
Typewriting 10	5	Bookkeeping 20	5	Any two of: Typewriting 30) Accounting 30) Bus. Machines 30) Office Practice) 30	
Mathematics 11	5	Office Practice 20	5		
Bookkeeping 10	5	Science 10 or 11	5		
	<u>35-40</u>		<u>38-40</u>		<u>32-35</u>

TOTAL: 105-115 credits

* Any business or fine arts course, e.g., drama, art, music, typewriting, bookkeeping, etc.

APPENDIX G

GOVERNMENT OF THE PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

Administration Building
10820 - 98 Avenue
EDMONTON, ALBERTA

May 8, 1968

Dear High School Home Economics Teacher:

I would appreciate it if you would make a special effort to discuss the value of a three-year program in Fabrics and Dress 10, 20, 30 and Foods and Nutrition 10, 20, 30 with your Guidance Department and with your principal.

As you know, Home Economics is being offered in an increasing number of schools in Alberta, the University Home Economics Department is offering a wider variety of courses, and the Bachelor of Education program with a major in Home Economics provides a very comprehensive Home Economics background. There will always be a demand for Home Economics teachers at all levels in a variety of teaching situations.

I am chiefly interested in encouraging capable students to consider teaching Home Economics as a career and to take advantage of the Faculty of Education's acceptance of Fabrics and Dress 30 or Foods and Nutrition 30 as one of the entrance courses as well as promoting Home Economics in high school as a good foundation for many post high school courses at university, at N.A.I.T., S.A.I.T. and in the Junior Colleges.

Will you explain that Fabrics and Dress 30, for example, includes:

Unit One: Advanced Clothing Construction
 (a) Custom Dressmaking

Unit Two: Accessories

Unit Three: Textile Research

Unit Four: Consumer Education

Unit Five: Vocational Opportunities

May 8, 1968

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Foods and Nutrition 30 has an approved textbook Canadian
Cook Book.

Unit One: Preservation

Unit Two: Advanced Meal Planning and Service

Unit Three: Nutrition--including requirements for abnormal
conditions which require special
diets.

Unit Four: One small unit on large-quantity cookery.

Unit Five: Management

Unit Six: Kitchen Planning and Equipment

Unit Seven and Ten: Student Demonstrations and Research

Unit Eight: Regional or National Dishes

Unit Nine: Vocational Opportunity

Yours sincerely,



(Miss) A. Berneice MacFarlane,
Supervisor of Home Economics.

ABM/njs



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